

Superior

Series

Without Arabic



Primary 6 First Term 2026

- ★ Vocabulary
- ★ Expressions
- ★ Grammar
- ★ Exercises



facebook / Abdelbary Ali

Prepared by:

Mr/ Abdelbary Ali



01145495338



01033298299

UNIT
1

Amazing places in Egypt

Lesson 1

A day in Egypt

Important Vocabulary:



buy souvenirs



make furniture



Play music



walk to a small museum



visit ancient sites



Take photos

Extra Vocabulary:

Word	Word	Word
activities	coins	beautiful
souvenirs	history	colorful
bracelets	drums	interesting
necklace	minutes	amazing
designs	culture	workers
people	through	the past
things	tools	near

Conjugation of Verbs:

Verb	past	Past participle
buy	bought	bought
choose	chose	chosen
drink	drank	drunk
make	made	made

Expressions & Phrases:

Expression	Expression
Khan El Khalili	There are
baking bread	wooden gate

Lesson 1 Exercise 4

A Day in Egypt

It is a great day in Cairo. Maged visits **Khan El Khalili** with his family. It is very exciting! In the old streets, they can do many **activities**.

First, they buy **souvenirs** from the market. There are many **beautiful** things like bags, lamps, and **bracelets**. His sister chooses a colorful **necklace**. Then, they walk **through** the old streets and watch people **baking bread**. The smell is **amazing**! They also see shops where **workers** make furniture by hand. It is **interesting** to watch them work.

They **take** more **photos** in the old streets. There are many beautiful doors and buildings with Arabic **designs**. Maged stands near a big **wooden gate** and smiles for the camera. Then, they **walk to** a small museum. It has old **coins**, clothes, and **tools** from **the past**. They learn many new things about Egyptian **history**.

They also see some children playing with small **drums** in the street. They laugh and enjoy the music. Maged's brother joins them for a few **minutes**. It is fun to play and enjoy the sounds of Old Cairo.

In the evening, they visit **ancient sites** **near** the area. They are big and beautiful! They take many photos of them. It is a fun day. He loves spending time in Egypt and learning about its **culture**.



A - Listen and answer the following questions:

1. What do they buy from the market?

.....

2. Where did Maged stand to take a photo?

.....

3. What do they see in the small museum?

.....

B - Listen again and choose the correct answer:

1. In the evening, they visit the

(A) - market (B) - museum (C) - school (D) - ancient sites

2. Maged's sister chooses a colorful

(A) - skirt (B) - souvenir (C) - coin (D) - necklace

3. Maged's family learn many new things about the Egyptian

(A) - history (B) - science (C) - museum (D) - art



Exercise on lesson 1

1 - Read and complete from the box:

designs - camera - photos - boxes - wooden

They take more in the old streets. There are many beautiful doors and buildings with Arabic..... Maged stands near a big gate and smiles for the.....

2 - Choose the correct answer from a, b, c or d.

1- In the old streets, they can many activities .

(A) - make (B) - do (C) - write (D) - sleep

2- My grandma likes to..... bread for lunch.

- (A) - bake (B) - drink (C) - wash (D) - walk

3- Yomna wears a beautiful..... around her neck.

- (A) - lamp (B) - bracelet (C) - necklace (D) - ring

4- We do many..... at school.

- (A) - sites (B) - foods (C) - furniture (D) - activities

5- We buy.....from Khan El Khalili.

- (A) - fans (B) - souvenirs (C) - notebooks (D) - cars

6- Tourists like to visit.....

- (A) - furniture (B) - area (C) - streets (D) - ancient sites

7- The..... has old coins, clothes, and tools from the past..

- (A) - factory (B) - museum (C) - hospital (D) - school

8- The old house has a big wooden.....

- (A) - television (B) - food (C) - gate (D) - wheel

3- Rearrange the following to make correct sentences:

1- learn - history - about - They- new- Egyptian- things.

.....

2- ancient- Ahmed- to -likes-visit- sites.

.....

3- loves - time- in- Egypt - Eslam - spending.

.....

4- buy - we- First, the market - souvenirs - from.

.....

5- we-through - streets - Then, - walk - old - the.

.....

Lesson 2

The Beauty of Ras Mohamed

Important Vocabulary:



coral reefs



snorkel



landscape



mangrove trees



dolphins

Extra Vocabulary:

Word	Word	Word
clear	sea turtles	clean
south	mountains	safe
dive	take care	visitors
nature	important	marine life
kinds	follow	protect
plants	rules	environment
culture	local	peaceful

Conjugation of Verbs:

Verb	past	Past participle
swim	swam	swum
keep	kept	kept
dive	dove	dived
learn	learnt	learnt
see	saw	seen
mean	meant	meant
know	knew	known
Is / are	Was / were	been

Expressions & Phrases:

Expression	Expression
is known	national park
all over the world	protected area

Lesson 2 Exercise 11

Ras Mohamed is a famous **national park** in the **south** of Sinai, Egypt. It **is known** for its beautiful **coral reefs**, colorful fish, and **clear** blue sea. People from **all over the world** visit Ras Mohamed to swim, **snorkel**, and **dive**.



The **nature** in Ras Mohamed National Park is amazing. The park is home to many **kinds** of animals and **plants**. You can see **sea turtles**, **dolphins**, and many types of birds. There are also **mountains** and **mangrove trees** near the beach.



Ras Mohamed is a **protected area**. This means that people must **take care** of the land, sea, and animals. It is **important** to **follow** the **rules** to keep the park **clean and safe**.

In the park, **visitors** learn about nature, **marine life**, and how to **protect** the **environment**. They also learn about the **culture** of the **local** Bedouins who live nearby.

Ras Mohamed is a great place for anyone who loves the sea, animals, and peaceful **landscapes**.



① - Answer the following questions:

1. Where is Ras Mohamed National Park?

.....

2. What can visitors do at Ras Mohamed?

.....

3. Who are the people living near Ras Mohamed?

.....

4. What kinds of marine animals can you see at Ras Mohamed National Park ?

.....

2- Read the sentences and complete with the words in the box:

landscapes – coral reefs – culture – protected – clean and safe

1. Ras Mohamed is a area, so people must care for it.
2. It's important to keep the park
3. People enjoy the quiet and beautiful in Ras Mohamed National Park.
4. Ras Mohamed is full of animals, plants, and colorful under its sea.
5. Visitors can learn about the of the local people.

3- Put the words in the correct order to make sentences:

1. visit – People – Ras Mohamed – year – every.

.....

2. is – famous – a – Ras Mohamed – Park – National.

.....

3. is – The sea – full – fish – of – colorful.

.....

4. always – is – happy – She – active – and.

.....

5. protect – help – the park – nature – Does ?

.....

4- Choose the correct answer from a, b, c or d:

- 1- Ras Mohamed is a famous park in the south of Sinai, Egypt.

(A) - shopping (B) - sports (C) - national (D) - center

- 1- The park is home to many of animals and plants.

(A) - cups (B) - kinds (C) - books (D) - notes

- 1- life means life in water and seas.

(A) - desert (B) - rural (C) - flight (D) - marine



Present Simple

We use the present simple to talk about:

a. General truths or facts

Example: Nubians live in the south of Egypt.

b. Habits and regular actions

Example: Children often help their parents after school.

c. Future events on a fixed timetable.

Example: The train leaves at 3.15 p.m. tomorrow.

Affirmative

Use (I, we, you, they, or a plural noun) + (the infinitive).

Example: We visit our uncle every weekend.

Use (he, she, it, or a singular noun) + (the infinitive + -s/-es/-ies).

Example: It rains a lot in winter.

Negative

Use (I, we, you, they, or a plural noun) (don't "do not") and (the infinitive).

Example: Nubians don't live in the north of Egypt.

Use (he, she, it, or a singular noun) (doesn't "does not") and (the infinitive).

Example: Samah doesn't like milk.

Question

Use (Do/Wh-word + do) and (the infinitive form of the verb) with ((I, we, you, they, or a plural noun).

Example: Do you go to the club? – Yes, I do. Where do you live?

Use (Does/Wh-word does) and (the infinitive) with (he, she, it, or a sing. noun).

Example: Does Nada sleep early? – Yes she does. Where does he work?



Exercise on Grammar

① - Circle the correct verb in each sentence:

1. The park (**have** / **has**) many kinds of animals and plants.
2. She always (**take** / **takes**) photos of nature.
3. Bedouins (**lives** / **live**) near Ras Mohamed.
4. The Red Sea (**contains** / **contain**) many colorful fish.
5. Tourists (**go** / **going**) diving and swimming in Ras Mohamed.

② - Read and write the correct form of the word(s) in brackets:

1. My uncle (**travel**) to a different country every year.
2. (**Does**) Basil and Nader go to work by car?
3. She (**don't**) study in the afternoon.
4. How (**do**) Omar get ready for the exam?
5. (**Does**) Basil and Nader go to work by car?
6. When does the movie (**starting**) tonight?

③ - Do as shown between brackets:

1. The flower smells wonderful. (Change into negative)

.....

2. My uncles work in the USA. (Make a question)

.....

- 3-He gets up at seven. (Ask with "When")

.....

- 4-People visit Ras Mohammed to swim and dive. (Ask with "Why")

.....



Exercise on Lesson 2

①-Listen and choose the correct answer from a, b, c or d.

1- Ras Mohamed is a protected.....

- (A)- garden (B)- street (C)- area (D)- farm

1- people must take care of the land,, and animals.

- (A)- glass (B)- sea (C)- wood (D)- metal

1- It is important to follow the.....

- (A)- rules (B)- steps (C)- bits (D)- rulers

1- It is important to keep the parkand safe.

- (A)- dusty (B)- dirty (C)- clear (D)- clean

②-Read and using the correct form of the word(s) in brackets.

1- My uncle..... (drive) to work every day.

2- How..... (do) Omar get ready for the exam?

3-Where do you (goes) on Sundays?

4- It..... (be) important to study your lessons well.

5- Ali (play) the piano in his music class.

6- The English lesson (start) at 9 a.m.

7-..... (Do) they ready to travel every week?

③- Write a paragraph of (50-60) words using the following guiding elements:

national park - kinds of animals - protected area

" Ras Mohamed "

.....

.....

.....

.....

.....

.....

Lesson 3

Voices From Our Villages

Important Vocabulary:



loom



Oasis



carpet



rug



boat

Extra Vocabulary:

Word	Word	Word
voice	village	wooden
recordings	villager	harvest
responsibilities	repair	dye
describe	almost	wool
factories	breeze	natural

Conjugation of Verbs:

Verb	past	Past participle
catch	caught	caught
feed	fed	fed
spin	spun	spun
weave	wove	woven
sell	sold	sold

Expressions & Phrases:

Expression	Expression
Ezbet El Borg in Damietta	Qutur in Gharbia
Shakhlouba in Kafr El Sheikh	Bashandy in Dakhla Oasis
almost every day	near Lake Manzala.

Definitions:

Word	Definition
accompany	To go somewhere with another person
looms	Machines for making cloth or carpets.
fishing net	A tool made of rope or string used to catch fish.
dye	To color cloth or wool using a special liquid.

Lesson 3 Exercise 3

Mr. Nader: As part of our 'Know Egypt' project, we'll listen to four voice recordings from four students. They'll describe life, work, and daily responsibilities in their villages.



Amina: Hello! I'm Amina from Ezbet El Borg in Damietta. People here are fishermen. I accompany my father to catch fish early in the morning. Some villagers work in fish factories or repair boats. We eat fish almost every day and enjoy the cool sea breeze.

Omar: My name is Omar. I live in Shakhelouba in Kafr El Sheikh near Lake Manzala. People fish using small wooden boats. I help my uncle clean the fishing nets. Some women also help catch fish. In the evening, we sit together and drink hot tea outside.

Salma: Hi! I'm Salma from Qutur in Gharbia. My family grows fruits and vegetables. We water the plants, harvest the crops, and feed our animals. On Fridays, we go to the market to sell food. Life is quiet, but we are always busy.

Hassan: Hi! I'm Hassan from Bashandy, a village in the Dakhla Oasis in the Western Desert. People in my village make carpets, rugs, and crafts. My family spins wool and weaves it on looms. I help my mother dye the wool with natural colors. Some visitors come to buy rugs from the village shops.

Mr. Nader: Thank you! These villages show how people in Egypt live, work, and support their families every day. Great job!

① - Work with a partner. Ask and answer:

1. Which village do you think is the most interesting? Why?"

.....

2. What job would you like to do in one of these villages?

.....

② - Read the sentences and complete with the words in the box.

Spins - fishermen - harvest - fishing nets

1. In Amina's village, people are.....

2. In Omar's village, people fish using small.....

3. Farmers in Salma's village..... the crops.

4. Hassan's family wool and weaves it on looms.

③ - Rearrange the following to make correct sentences:

1- name - Omar - is - My.

.....

1- in - I'm - Ezbet El Borg - Amina - Damietta - from.

.....

1- catch - I - my - to - fish - father - accompany.

.....

1- family - vegetables - fruits - My - and - grows.

.....

④ - Punctuate the following:

we eat fish almost every day

.....



Important Vocabulary:



bear



square



stare



scared



Airport



wear



pear



near



chair



hair

To say the /air/ sound, open your mouth slightly, say "eh," then add the /r/ sound. It's one sound, like in "wear" or "stare".

Pronouncing the sound in words like "wear" or "stare:"

- 1-Open your mouth slightly.
- 2- Start with the short "ee" sound (like the "e" in "bed").
- 3-Then smoothly transition to the /r/ sound without pausing.
- 4- The sound should sound like one continuous sound, not two separate sounds.

To say the /ər/ sound, open your mouth slightly, say "eh," then add the /r/ sound. It's one sound, like in "wear" or "stare".





Exercise on Lesson 3

①-Read the sentences and complete with the words in the box.

water – sell – feed – grows – reason

Hi! I'm Salma from Qutur in Gharbia. My family (1)fruits and vegetables. We (2).....the plants, harvest the crops, and (3).....our animals. On Fridays, we go to the market to (4)..... food. Life is quiet, but we are always busy.

②-Rearrange the following to make correct sentences:

1- did - week - your - **Where** - go - aunt - last?

1- go - to - the - food - market - **We** - to - sell.

1- last - **I** - a nightmare - night - had.

1- in - **Do** - live - a village - or - you - a city?

③-Choose the correct answer from a, b, c or d:

1- A is a tool used to weave cloth.

(A) - market (B) - dye (C) - loom (D) - net

2- To means to collect fruits or vegetables from a farm..

(A) - harvest (B) - plant (C) - wash (D) - throw

3- A is someone who catches fish.

(A) - farmer (B) - fisherman (C) - carpenter (D) - teacher

4- People fruits and vegetables on farms..

(A) - grow (B) - dye (C) - throw (D) - clean

Lesson 4

A Day in My School Life

Important Vocabulary:



take out books



salute the flag



pack schoolbag



play in the playground

Extra Vocabulary:

Word	Word	Word
normal	tricky	religion
around	pairs	science
national anthem	playground	social studies
chat	rest	P.E.
topics	line	laugh

Conjugation of Verbs:

Verb	past	Past participle
wake up	woke up	waken up
have	had	had
get dressed	got dressed	got dressed
begin	began	begun
hang out	hung out	hung out
eat	ate	eaten

Expressions & Phrases:

Expression	Expression
try my best	Bye for now
hang out	tell you about

Read Fady's email to his friend Mark about his typical day at school

When does Fady leave school?


...

To	: mark@mail.com
From	: fady@gmail.com
Subject	: Daily school life in Egypt

Hi Mark,

How are you? I hope you're doing well. I wanted to tell you about a **normal** day at my school here in Egypt.

My day starts early. I wake up **around** 6:30 a.m., get dressed, and have a quick breakfast-usually bread, cheese, and fruit. At 7:00, I leave the house. My dad drives me to school.

The school day begins at **7:30**. We start the day outside by standing in **line**, **saluting** the **flag**, and signing the **national anthem**. Then we go to our **classrooms** and begin our lessons. Our first subject is usually Arabic. I really enjoy it because we learn, and sometimes work in groups or **pairs**.

Next, we have subjects like math, English, and science. Some **topics** are a bit **tricky**, but I **try my best**. At around 10:15, we have a short break. I usually eat a sandwich, play with my friends, **chat** and laugh.

Later, we have more lessons like **social studies**, **religion**, or computer. I enjoy learning how to use the computer in class. However, my favorite subject is **P.E.**

The school day ends at 1:30 p.m. I usually feel a bit tired, but I'm happy after a good day. I go home, eat lunch, **rest** a little, and then do my homework.

That's what a school day looks like for me. What about you?

Bye for now,
Fady





Send

Tip!

You can send an **informal email** to a friend or someone you know very well. Make sure you use the present simple tense to talk about your routine or a typical day.

A - Choose the correct answer from a, b, c or d.

1. In the morning, students sing the national.....

- (A) - song (B) - poem (C) - anthem (D) - line

2. Fady's first subject is usually.....

- (A) - English (B) - Arabic (C) - math (D) - science

3. At 10:15, students have a short.....

- (A) - lesson (B) - class (C) - walk (D) - break

4. Fady usually feels a bitafter school.

- (A) - relaxed (B) - tired (C) - quiet (D) - worried

B - Match the informal words and expressions to their formal meaning:

Informal	formal
hi	hello
chat	talk
hang out	spend time
try my best	work hard

C - Rearrange the following to make correct sentences:

1- you're - I - well - hope - doing.

.....

2- have- math - subjects - We - like .

.....

3-singing - the - We - anthem - national.

.....

4- go - our - We - classrooms - to.

.....

5- topics - tricky - are - Some - a bit.

.....

Lesson 5

Daily Life in a Governorate

Making a Poster About Daily Life in a Governorate



People wake up early, they clean the house and **prepare** breakfast.



Many people work on farms. They grow cotton, beans, and vegetables.



Some work in factories. They make cement and clothes.



At noon, families eat lunch together. They eat rice, bread, and vegetables.

Complete the sentences with the Present Simple of these verbs

Visit - not like - play - go - read - cook

1. What time you usually to bed on school nights?
2. We the library every Friday to borrow books.
3. My sister volleyball with her school team.
4. Ahmed vegetables, but he eats fruit.
5. Their grandmother always dinner for the whole family.
6. they the newspaper every morning?



Exercise on Lesson 4 & 5

① - Read the sentences and complete with the words in the box.

anthem – standing – lessons – flag – smell

The School day begins at 7:30. We start it byin line, saluting the....., and singing the national..... Then we go to our classrooms and begin our..... Our first subject is usually Arabic.

① - Choose the correct answer from a, b, c, or d:

1- At school, students stand outside in in..... the morning.

(A) - chairs (B) - boxes (C) - lines (D) - tables

1- We alwaysour schoolbags before we sleep..

(A) - salute (B) - talk (C) - play (D) - pack

1- Studentsthe flag in the morning..

(A) - salute (B) - talk (C) - play (D) - pack

1- My friends and I play in the..... during break..

(A) - library (B) - playground (C) - canteen (D) - gate

1- This question is very I can't answer it!

(A) - easy (B) - national (C) - normal (D) - tricky

④ - Write a paragraph of (50-60) words using the following guiding elements:

Name of the place - People's jobs or activities - Daily routine

" daily life of people in your village/ city "

.....

.....

.....

.....

.....

.....

.....

.....



Test on Unit 1

1- Listen and choose the correct answer from a, b, c or d.

1- They buyfrom the market.

- (A) - vegetables (B) - fruits (C) - groceries (D) - souvenirs

2- His sister chooses a colorful.....

- (A) - bag (B) - necklace (C) - lamp (D) - bracelet

3- Then, they walk through thestreets.

- (A) - wide (B) - new (C) - old (D) - modern

4- They watch people baking

- (A) - bread (B) - cake (C) - food (D) - chips

2- Read the sentences and complete with the words in the box.

break – subjects – animals – friends – tricky

At school, we have (1)like math, English, and science. Some topics are a bit (2)....., but I try my best. At around 10:15, we have a short (3)..... I usually eat a sandwich, play with my (4)....., chat and laugh..

3- Choose the correct answer from a, b, c or d.

1- At school, we start the day by standing in.....

- (A) - library (B) - line (C) - chairs (D) - bags

2- We sing the national before go to our classes.

- (A) - song (B) - team (C) - anthem (D) - land

4- Read and answer the questions.

I live in in Beni Suef. In my Village, People wake up early, they clean the house and prepare breakfast. Many people work on farms. They grow cotton, beans, and vegetables. Some people work in factories. They make cement and clothes. At noon, families eat lunch together. They eat rice, bread, and vegetables.

(A) - Answer the following:

1- What do they grow in Beni Suef?

2-Summarize the passage in one sentence.

Ⓑ-Choose the correct answer from a, b, c or d.

3- Some people work in..... They make cement and clothes.

Ⓐ- factories Ⓑ- schools Ⓒ- farms Ⓓ- offices

3- In Beni Suef. In my Village, People wake up.....

Ⓐ- hard Ⓑ- late Ⓒ- early Ⓓ- careless

ⓔ-Read and using the correct form of the word(s) in brackets.

1- Does Ayman(enjoys) diving in the sea ?

2- We.....(doesn't) go to schools on fridays.

ⓖ- Write an email of (50-60) words to your friend Ali tell him a bout your day at school. Your name is Omar and your email address is Omar@gmail.com your friend's email address is ali@gmail.com..

my food - my water - My school tools

✉
••
•

To :

From :

Subject :

📌
✉
😊
🔑
Send

UNIT
2

Our Nature

Lessons 1

Caring For Plants

Important Vocabulary:



natural fertilizer



weeds



hibiscus



basil



pull out

Extra Vocabulary:

Word	Word	Word
incredible	herbs	guava
healthy	basil	fig
health	mint	jasmine
sunlight	parsley	olive

Conjugation of Verbs:

Verb	past	Past participle
keep	kept	kept
grow	grew	grown
drink	drank	drunk
make	made	made
smell	smelt	smelt

Expressions & Phrases:

Expression	Expression
full of oil	It sounds like
That's cool!	care for all these

Lesson 1 Exercise 4

Laila: Grandpa, your garden looks **incredible**! How do you keep it so green and **healthy**?

Grandpa: Thank you, Laila. I **take care** of it every day. Plants need water, **sunlight**, and care to grow well.

Laila: What kinds of plants do you have here?

Grandpa: I grow **herbs** like **basil**, **mint**, and **parsley**. We use them in many Egyptian dishes. Some add **flavor**, and others are good for **health**.

Laila: Oh, Dad drinks mint tea every evening on the **balcony**. It helps him **relax**.

Grandpa: Yes, it **tastes** good. I also grow **hibiscus** and **jasmine**. They smell lovely, and we use hibiscus to make a tasty drink.

Laila: Mom makes hibiscus tea all the time! And **jasmine** smells amazing at night.

Grandpa: I have **guava** and **fig** trees, too. Their fruit is sweet and healthy. Over there are the **olive** trees.

Laila: Wow! Do Egyptians really grow olives?

Grandpa: Yes. Olives take time to grow, but they are **full of oil**. People grew olive trees in Egypt many years ago—and they still do.

Laila: **That's cool**! How do you **care for all these** plants?

Grandpa: I water them early in the morning, **pull out** weeds, and check for **insects**. Sometimes I use **natural fertilizer**.

Laila: It sounds like hard work.



B - Listen again and answer the questions:

1. What kind of herbs does Grandpa grow in his garden?

.....

2. Where does Laila's dad like to drink mint tea?

.....

3. Why does Grandpa take care of his plants every day?

.....

4. How does Grandpa care for the plants in his garden?

.....



Exercise non Lesson 1

①-Read the sentences and complete with the words in the box.

Oil - grow - herbs - water

1. Since ancient times, people used olives to make
2. My brother and I have a plant. We it every day.
3. In Egypt, people use like basil in cooking.
4. Farmers fruits like guavas and figs.

②-Choose the correct answer from a, b, c or d:

1- I have a plant in the balcony, I it every day.

- (A) - think (B) - send (C) - water (D) - chop

2- My grandpa grows like basil, mint, and parsley.

- (A) - birds (B) - herbs (C) - trees (D) - animals

3- Since ancient times, people used olives to make

- (A) - dust (B) - sand (C) - water (D) - oil

4- The nurse the old man every day..

- (A) - grows (B) - cares for (C) - takes time (D) - sounds like

③-Rearrange the following to make correct sentences:

1- guava - I - and - fig - have - trees.

.....

2- drinks - evening - tea - Dad - every - mint.

.....

3- Egyptians - olives - really - Do - grow?

.....

④-Punctuate the following:

how do you keep it so green and healthy

.....

Lessons 2

How's The Weather in Your City?

Important Vocabulary:



windy



rainy



waves



sunny



shade

Extra Vocabulary:

Word	Word	Word
weather	indoors	strong
different	outdoors	sunglasses
another	wet	protect
high	Children	themselves
warm	students	check

Conjugation of Verbs:

Verb	past	Past participle
tell	told	told
see	saw	seen
fly	flew	flown
wear	wore	worn
sit	sat	sat
write	wrote	written

Expressions & Phrases:

Expression	Expression
from one place to another	full of dark clouds
Write back soon	water their plants



To : John@yahoo.com
From : youssef@gmail.com
Subject : Weather in Egypt

Hi John,

How are you? I want to tell you about the **weather** in Egypt today. It is very **different** from one place to **another**.

In **Alexandria**, it's **windy** and **rainy**. The sky is full of dark clouds and the **waves** are **high**. People are staying **indoors** because it's cold and the streets are **wet**. Some shops are closing early.

In **Cairo**, the weather is **warm** and **sunny**. People are walking in the streets. **Children** are playing in the parks. Some **students** are doing their homework **outdoors**. I can see birds flying in the clear sky.

In **Aswan**, it is hot. The sun is very **strong**, and the sky is clear. Farmers water their plants early in the morning. People drink lots of water, wear hats and **sunglasses**, and sit in the **shade** to protect **themselves** from the sun.

Now, Egyptians are **checking** the weather to help people take care of their homes and plants.

What is the weather like in your city? Write back **soon**.....

Your friend,

Youssef



Send

A - Read, think, and answer:

1. What is the weather like in Alexandria according to the text?

.....

2. Why are some students doing their homework outdoors?

.....

3. Why do farmers water plants early in the morning?

.....

4-Why is it important for people in different cities to check the weather every day? Use examples from the text.

.....



Exercise on Lesson 2

① - Read the sentences and complete with the words in the box.

walking – flying – warm – touch – parks

In Cairo, the weather is (1) and sunny. People are (2) in the streets. Children are playing in the (3) Some students are doing their homework outdoors. I can see birds (4) in the clear sky.

② - Choose the correct answer from a, b, c or d:

1. When it's hot, people drink water and rest in the

(A) - shade

(B) - street

(C) - heat

(D) - dust

2. The streets are because it is raining heavily.

(A) - dry

(B) - wet

(C) - dusty

(D) - hot

3. We wear hats to ourselves from the sun.

(A) - heat

(B) - clean

(C) - grow

(D) - protect

4. Some people like to check the before they go outdoors to know if it's hot or cold.

(A) - shops

(B) - beach

(C) - plants

(D) - weather

④ - Rearrange the following to make correct sentences:

1- is - of - The - dark - sky - clouds - full.

.....

1- water - their - early - Farmers - plants.

.....

1- students - outdoors - doing - Some - their - homework - are.

.....

⑥ - Punctuate the following:

what is the weather like in egypt

Language in Use

Present Continuous Tense

Uses:

To describe actions happening right now.

Example:

Ahmed **is playing** football now.

We **are visiting** grandma.

Negative Form:

Subject + (am / is / are) + **not** + verb-ing

Example:

They **are not** playing in the garden.

I **am not** writing a letter now.

Question Form:

(Am / Is / Are) + subject + verb-ing?

Wh-word + am/is/are + subject + verb-ing?

Example:

Are you **watching** TV now? – Yes, I am.

What **is** he **doing** now? – He is eating lunch.

Key words:

at the moment – at the present – today – now – right now – Look! – Listen! – still – this + (time) – next + (time) – tomorrow

B - Choose the correct answer from a, b, c or d.

1-He (is / are / am) watching a movie.

2-They (is / are / am) not playing outside.

3-..... (Is / Are / Am) you eating lunch now?

4-What (is / are / am) she doing?



Exercise on Lesson 2

①-Read the sentences and complete with the words in the box.

drink – strong – see – shade – water

In Aswan, it is hot. The sun is very..... and the sky is clear. Farmerstheir plants early in the morning. Peoplelots of water, wear hats and sunglasses, and sit in theto protect themselves from the sun.

②- Put the verb between brackets in the present continuous tense:

- 1-I (write) a letter now.
- 2-She..... (cook) dinner today.
- 3-We (play) football at the moment.
- 4-They..... (study) English today.
- 5- look! Ahmed (run) in the garden.
- 6-The cat (sleep) on the sofa right now.

③-Choose the correct answer from a, b, c or d:

1- At night, the sky becomes..... and the stars appear.

- (A)- dark (B)- windy (C)- news (D)- Image

2- The..... is hot in the desert..

- (A)- sea (B)- rain (C)- weather (D)- river

3- In winter, we wear jackets to stay.....

- (A)- warm (B)- cold (C)- clear (D)- sad

4- The sea is not safe for swimming now; theare too high and strong,

- (A)- books (B)- waves (C)- bags (D)- sand

5- Whatthey watching now?

- (A)- am (B)- is (C)- are (D)- do

Lessons 3

The Wonderful Nile River

Important Vocabulary:



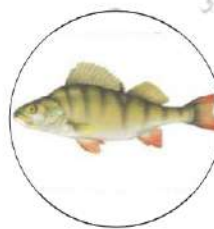
Kingfisher



crocodile



tilapia



perch



heron

Extra Vocabulary:

Word	Word	Word
the world	important	special
flow	soil	temple
through	wheat	travel
dangerous	vegetables	Today
ducks	provide	still

Conjugation of Verbs:

Verb	past	Past participle
bring	brought	brought
grow	grew	grown
drink	drank	drunk
build	built	built
see	saw	seen

Expressions & Phrases:

Expression	Expression
from south to north	The Ancient Egyptians
near the Nile	depend on

Lesson 1 Exercise 4

The Nile is the longest river in **the world**. It is about **6,650** kilometers long. The Nile **flows** through Egypt from south to north. It goes **through** the desert and brings life to the country.

Many animals live in and near the Nile. Big fish like Nile **perch** and **tilapia** swim in the water. **Crocodiles** live in the river too. They are **dangerous** animals. Many birds come to the river to drink and find food. You can see **kingfishers**, **herons**, and **ducks** near the Nile.



The Nile is very **important** for Egyptian people. In the past, the river flooded and brought good soil.

Farmers used this **soil** to grow food like **wheat** and **vegetables**. The Nile **provides** people and animals with water to drink. People also use the river to **travel** in boats.

The Ancient Egyptians thought the Nile was **special**. They built **temples** near the river. Today, many people still **depend on** the Nile for their jobs and food.

3 - Answer the following questions:

1. How long is the Nile River?

.....

2. Name two fish that live in the Nile.

.....

3. Why is the Nile important for farmers?

.....

4. Which bird can you see near the Nile?

.....



Pronounce the /e/ sound by opening your mouth slightly and keeping your tongue low-mid and front. This vowel sound is heard in words like “ten” /ten/, “hen” /hen/, and “bed” /bed/.

Examples:



shelf



desk



hen



net



fence

Pronounce the short “I” sound Keep your tongue high but slightly lower than for /I/, with relaxed lips and jaw. The tongue tip rests just behind the bottom front teeth like in the words (sit, bit, in)

Examples:



sit



fish



milk



ship



dig

1. Sea turtles swim in the warm Red Sea.
2. The ibis eats small animals like insects and fish.
3. Grandpa grows herbs like mint and parsley.
4. Hibiscus flowers grow near the fence.



Exercise on Lesson 3

① - Read the sentences and complete with the words in the box.

river – near – perch – shade – drink

Many animals live in and near the Nile. Big fish like Nileand tilapia swim in the water. Crocodiles live in thetoo. They are dangerous animals. Many birds come to the river toand find food. You can see kingfishers, herons, and ducksthe Nile.

② - Choose the correct answer from a, b, c or d:

1- The Nilethrough Egypt from south to north.

(A) - think (B) - flows (C) - smell (D) - Imagine

2- The Nilelife to the land around it..

(A) - brings (B) - stops (C) - builds (D) - travels

3-are dangerous animals that live in the Nile..

(A) - Kingfishers (B) - ducks (C) - Crocodiles (D) - Herons

4-are small birds live near the River Nile..

(A) - Kingfishers (B) - Boats (C) - Crocodiles (D) - Herons

5- Potatoes and onions are

(A) - fruits (B) - animals (C) - birds (D) - vegetables

6- In the past, the Nile often..... the land..

(A) - played (B) - flooded (C) - smelled (D) - Imagined

③ - Rearrange the following to make correct sentences:

1- grows - like - Grandpa - mint - parsley - herbs - and.

2- people - is - for - important - The Nile - Egyptian - very.

3- flowers - fence - grow - Hibiscus - near - the .

Lessons 1

Unforgettable Trip to Wadi El Rayan

Important Vocabulary:



waterfall



fossils



skeleton



lake



sand dunes

Extra Vocabulary:

Word	Word	Word
organized	explain	ancient
National Park	rare	bones
science	Valley	Thankfully
distance	Whales	tucked
guide	Scientists	bench
exhibit	nature	history

Conjugation of Verbs:

Verb	past	Past participle
come	came	come
leave	left	left
ride	rode	ridden
show	showed	shown
take	took	taken

Expressions & Phrases:

Expression	Expression
Last Thursday	for two hours
Wadi El Rayan	On the way

Lesson 1 Exercise 4

Last Thursday, our school **organized** a trip to **Wadi El Rayan National Park** in Fayoum. Our class teacher, Miss Salma, and **science** teacher, Mr. Ahmed, came with us. We left school early and rode the bus for two hours.

On the way, we saw green farms, **sand dunes**, and camels walking in the **distance**.

When we arrived, a kind **guide** named Mr. Tarek showed us the lakes, the **waterfalls**, and the palm trees. He **explained** that Wadi El Rayan is not only beautiful, but it also protects **rare** animals and plants.

After lunch, we took another short trip into the desert—to a place called **Wadi El-Hitan**, or **Valley of the Whales**. This place was covered by sea.

Scientists found the **skeletons** of **ancient** whales there. We saw real whale **bones** in the sand and even a **fossil** museum!

I wanted to take a picture of the skeletons with my camera when I realized that it wasn't with me. I looked everywhere with no luck. **Thankfully**, Mr. Ahmed found it **tucked** under a wooden **bench** outside the **exhibit** just before we left that area.

That trip was full of **nature**, **history**, and fun with friends.



2 - Read and answer:

1. Where did the students go on their school trip?

.....

2. What animals did the students see near the lake?

.....

Skimming a text means reading quickly to get the main idea. Focus on the most important parts to understand what the text is mostly about.

Lesson 5

My Egyptian Wildlife Snapshot

Choose one animal or plant from Egypt and make a small fact card about it:

1- Choose one animal (like a camel, Nile crocodile)

2- Find or draw a picture:

You can draw the animal or plant, print a photo, or cut out one from a magazine.

3- Write 3 easy facts:

Where does it live? (Desert, sea, river, etc.)

What's the weather like there? (Hot, dry, sunny, etc.)

What's one special thing about it? (What does it eat ?

Is it dangerous or not ?)

4- Make your card and color it.

5- Share with the class.

① - Look, choose, and complete using the words in the box:

Waterfalls – ancient – celebrate – trip – history

Last Thursday, our class went on a school (1)..... to Wadi El Rayan in Fayoum. We saw lakes, (2)....., and desert animal. Later, we visited Wadi El-Hitan, the Valley of the Whales, and saw (3)..... whale skeletons in the sand. I was surprised to know that whales once lived there! The trip was full of learning and fun, and (4)..... .



Test on Unit 2

①-Listen and choose the correct answer from a, b, c or d.

1- The Nile is veryfor Egyptian people..

- (A) - late (B) - important (C) - sad (D) - bad

2- In the past, the riverand brought good soil.

- (A) - played (B) - walked (C) - sopped (D) - flooded

3-used this soil to grow food like wheat and vegetables

- (A) - Farmers (B) - teachers (C) - doctors (D) - carpenters

4- People also use the river to travel in.....

- (A) - cars (B) - boats (C) - buses (D) - bikes

②-Read the sentences and complete with the words in the box.

skeletons – houses – desert – sand – Whales

After lunch, we took another short trip into the.....—to a place called Wadi El-Hitan, or Valley of the..... This place was covered by sea. Scientists found theof ancient whales there. We saw real whale bones in theand even a fossil museum!

③- Choose the correct answer from a, b, c or d.

1- They sat under a treeto rest.

- (A) - sun (B) - shine (C) - shade (D) - hot

2- The..... in the sand are millions of years old.

- (A) - trees (B) - fossils (C) - tongues (D) - ears

④-Read and answer the questions.

In Alexandria, it's windy and rainy. The sky is full of dark clouds and the waves are high. People are staying indoors because it's cold and the streets are wet. Some shops are closing early.

In Cairo, the weather is warm and sunny. People are walking in the streets. Children are playing in the parks. Some students are doing their homework outdoors. I can see birds flying in the clear sky.

A - Answer the following:

1- How is the weather in Cairo?

.....

2- Summarize the second paragraph in one sentence.

.....

B - Choose the correct answer from a, b, c or d.

3- The waves are in Alexandria.

A - low

B - hot

C - warm

D - high

3- Children are playing in the in Cairo.

A - clubs

B - parks

C - schools

D - shops

5 - Read and using the correct form of the word(s) in brackets.

1- Bears are (fly) in the clear sky.

2- He (is) watching TV. He is sleeping.

4 - Write a paragraph of (50-60) words using the following guiding elements:
the longest river - many animals - in the past

"The River Nile"

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

UNIT
3

Community Builders

Lessons 1

Jobs That Help The Community

Important Vocabulary:



Paramedic



architect



water resources engineer



mechanic



tailor



delivery person



street cleaner



traffic officer

Extra Vocabulary:

Word	Word	Word
research	important	cross
because	save	clean
list	fix	lives

Conjugation of Verbs:

Verb	past	Past participle
make	made	made
do	did	done
get	got	got
keep	kept	kept

Expressions & Phrases:

Expression	Expression
Great idea	make sure
That sounds fun!	Me too.

Definitions:

Word	Definitions
community	a group of people who live or work together in the same place
research	to look for information to learn more about something
vehicles	things that people use to travel, like cars, buses, and bikes
emergency	a sudden situation that needs quick help
brave	not afraid to do difficult or scary things
control	make something happen or stop

Lesson 1 Exercise 4

Omar: Hi, Youssef! Hi, Salma!

Youssef: Hey, Omar! What are you doing?

Omar: I'm doing **research** about jobs that help our **community**.

Salma: That sounds fun! Can we help?

Omar: Sure! I want to make a **list** of jobs and how they help the community.

Youssef: **Great idea**. I want to be a **mechanic**.

Salma: Why a mechanic?

Youssef: **Because** mechanics **fix vehicles**, and I like fixing things.

Omar: That's cool! I want to be a **water resources engineer**.

Salma: What do water resources engineers do?

Omar: They make sure we get **clean** water in our homes and schools.

Youssef: That's a very **important** job!

Salma: I want to be a **paramedic**. They help people in **emergencies**.

Omar: That's a **brave** job. You'll help **save lives**.

Youssef: I also like the job of a **traffic officer**.

Salma: Me too. They help people **cross** the road and **control** cars.

Omar: What about a **street cleaner**?

Salma: They clean the streets and help keep the city **beautiful**.



A - Listen again and answer the questions:

1. Why do all the students think these jobs are important?

.....

2. Who is doing research about jobs that help the community?

.....

3. Why does Youssef want to be a mechanic?

.....

4. How do paramedics help people?

.....



Exercise on Lesson 1

1 - Read the sentences and complete with the words in the box.

Cleaners – research – emergency – important – tailor

1. The fixed my old dress.

2. Adam is doing for school.

3. Yesterday, I saw a paramedic helping people in an

4. Street help keep the city beautiful.

5. Every job is and matters.

2 - Choose the correct answer from a, b, c or d.

1- Mechanics fix

A - Widows **B** - vehicles **C** - computers **D** - doors

2- Water resources make sure people get clean water.

A - cleaner **B** - delivery **C** - engineers **D** - teachers

3- A street person brings food, or packages to places.

- (A) - cleaner (B) - delivery (C) - engineers (D) - teachers

4- The traffic officer helps people the road.

- (A) - make (B) - cross (C) - build (D) - play

5- "....." means to look for information to learn more about something.

- (A) - Read (B) - Recycle (C) - Rewrite (D) - Research

6- "....." means a sudden situation that needs quick help.

- (A) - Control (B) - Emergency (C) - Engineer (D) - East

7-help people in emergencies.

- (A) - Paramedics (B) - Farmers (C) - Engineers (D) - Mechanics

8- A streetclean the streets and help keep the city beautiful

- (A) - Paramedics (B) - cleaners (C) - Engineers (D) - Mechanics

③-Rearrange the following to make correct sentences:

1- about - I'm - research - jobs - doing.

.....

1- a street - about - cleaner - What?

.....

1- a water - I - resources - to be - engineer - want.

.....

1- do - What - officers - do - traffic?

.....

④-Punctuate the following:

Omar Youssef and Salma are talking about different jobs

.....

Lessons 2

Let's Help Our Community

Important Vocabulary:



poster



sign



bike



garbage



bin

Extra Vocabulary:

Word	Word	Word
weekend	everywhere	noisy
terrible	something	dangerous
environment	someone	health
classmates	parents	principal
another	drivers	traffic

Conjugation of Verbs:

Verb	past	Past participle
throw	threw	thrown
bring	brought	brought
hang	hung	hung
write	wrote	written
say	said	said
drive	drove	driven

Expressions & Phrases:

Expression	Expression
That's not okay	some garbage bags
You're right	Drive Slowly!

Lesson 2 Exercise 2

Mariam: Look at all the **garbage** near the park. It looks **terrible**.

Hadi: I know. People **throw** garbage **everywhere**. That's not okay.

Nour: We need to do **something**. It's bad for the **environment**.

Mariam: You're right. We can clean it this **weekend**.

Hadi: Yes, I can **bring** some garbage bags.

Nour: I can ask my teacher to let us make **posters** to **hang around** the park.

Mariam: That's a great idea! I'll **write**, "Please use the bin."

Hadi: Can we ask other students to join us?

Nour: Yes, we can. I'm sure our **classmates** will be able to help too.

Mariam: But there's **another** problem — traffic near the school.

Hadi: It's very **noisy** and **dangerous**.

Nour: We can't cross the road safely in the morning.

Mariam: Maybe we can ask our **principal** to help.

Hadi: Can she talk to **someone** about it?

Nour: Yes! She may be able to speak with the traffic officer.

Nour: I think we should make **signs** that **say** "Drive Slowly!"

Mariam: Can we give the signs to **parents** and **drivers**?

Hadi: Yes, we can, and we should also walk or **ride bikes** when we can.

Nour: That's better for our **health**, too.

Mariam: My little brother can't ride a **bike** yet, but he walks.

Hadi: My sister is young, but she's able to ride with me.

Nour: When we all help, **things get better**.



A - Look at the picture, then answer the questions.:

1. What problem do you see in this picture?

.....

2. What can you do to solve this problem?

.....



Using can/ can't

Usage:

- We use "**can/can't**" followed by "the infinitive form of the verb" to talk about ability in the present.

Subject + can + inf.

Example: I **can** bring some garbage bags.

Subject + can't + inf.

Example: We **can't** cross the road safely in the morning.

Using am/is/are able to

Usage:

- We use verb to be (**am/is/are**) + able to + (infinitive form of the verb) to show ability in the present.

Formation:

I + am able to + inf.

Example: I **am able to** ride a bike.

He/She/It/singular noun + is able to + Inf.

Example: He **is able to** drive a car.

We/You/They/Plural. + are able to + Inf.

Example: They **are able to** speak English.



Exercise on Lesson 2

①-Read the sentences and complete with the words in the box.

park – throw – see – garbage – environment

Mariam saw a lot ofnear the park and said it looked very bad.
Hadi agreed and said people should notgarbage everywhere.
Nour said they need to do something because it hurts the.....
Mariam suggested they clean thethis weekend.

②-Choose the correct answer from a, b, c or d.

1- The traffic near the school is and dangerous.

- (A) - calm (B) - great (C) - noisy (D) - helpful

2- Let's ask our teacher to let us make to hang around the park.

- (A) - posters (B) - movies (C) - food (D) - books

3- When we all, things get better.

- (A) - play (B) - help (C) - dance (D) - jump

4- I think we should make signs that say "Drive!"

- (A) - fast (B) - hard (C) - great (D) - slowly

5- We should walk or bikes.

- (A) - ride (B) - fly (C) - drive (D) - hang

6- Sheable to ride a bike.

- (A) - am (B) - is (C) - are (D) - can

7- Wewrite our names in English.

- (A) - am (B) - is (C) - are (D) - can

8- I.....able to run very fast.

- (A) - am (B) - is (C) - are (D) - can

3- Put the words in the correct order to make sentences.

1- can - weekend - clean - We - this - it.

2- play - I - outside - can - football.

3- speak - well - She's - English - able to - very .

4- clean - room - Can - the - today - they ?

5- able to - They - sing - are - beautifully .

4- Write the correct form of the word(s) in brackets:

1. She (not can) walk to school.

2. I am (able) run fast.

3. (Can't) they do the research? – Yes, they can.

5- Write a paragraph of (50-60) words using the following guiding elements:

solve the problem

-

make signs

-

ride bikes

"Traffic problem"

.....

.....

.....

.....

.....

.....

.....

.....

.....

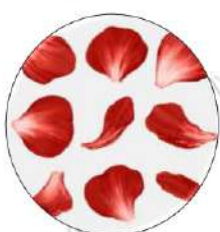
.....

The Proud Rose

Important Vocabulary:



rose



petals



cactus



thorns



sparkled

Extra Vocabulary:

Word	Word	Word
Proud	admire	rough
dry	beauty	sharp
sunlight	believe	unpleasant
smell	special	usual
creature	surprised	embarrassed
seasons	treat	thirsty
inside	judge	refreshed

Conjugation of Verbs:

Verb	past	Past participle
gave off	gave off	given off
knew	knew	known
begin	began	begun
lose	lost	lost
speak	spoke	spoken

Expressions & Phrases:

Expression	Expression
was covered	came back to life
gently peck	flew away

Definitions:

Word	Definitions
Thorns	are the sharp points that grow on the stem or branch of a plant to protect it.
Petals	are the soft, colorful parts of a flower that surround its center.
To peck	is to hit or pick up something with a beak, like a bird does.
Unpleasant	is when something is not nice and makes you feel unhappy or uncomfortable.

Lesson 1 Exercise 4

Once upon a time, in a **dry** desert far away, there lived a beautiful **rose**. She had soft red **petals** that **sparkled** in the **sunlight** and **gave off** a sweet, lovely **smell**. Every **creature** in the desert **admired** her **beauty**, and the rose **knew** it. She was very **proud** of how she looked and **believed** she was the most **special** plant in the desert.



Growing next to the rose was an old, **rough cactus**. He **was covered** in long, **sharp thorns** and didn't have any flowers or bright colors. The rose didn't like the cactus at all. She looked at him every day and thought he was **unpleasant** to look at. "Why do you have so many thorns?" she would ask. "You're so rough and unpleasant to look at." Even though the cactus never said anything mean back, the rose kept making fun of him.

Seasons passed, and one year, the summer was much hotter than **usual**. The sun **shone**, and the desert grew even drier. All the small plants **began** to dry up. Soon, the beautiful rose started to **lose** her color. Her petals became dry and weak. She was very **thirsty**, but there was no water **anywhere**.

One day, the rose saw a small bird fly down and **gently peck** at the cactus. The bird drank some water from inside the cactus and flew away, happy and **refreshed**.

The rose was **surprised**. She didn't know the cactus had water **inside**. Feeling **embarrassed**, the rose **spoke** to the cactus. "I'm sorry for the way I **treated** you," she said. "I didn't know you were so strong and helpful. Could you please give me some water?" The kind cactus smiled and shared his water with the rose. Slowly, the rose **came back to life**. From that day on, she never **judged** anyone by how they looked again.

A – Read, think, and answer:

1. What happened to the rose in the summer?

.....

2. How did the rose feel about how the cactus looked?

.....

3. What did the cactus do for the rose when she asked for help?

.....

4. What did the bird do to get water?

.....

Every story has a moral. A moral is the lesson or message we learn from a story. It usually teaches us the difference between right and wrong, and helps us think about how we should act in real life.

1. What is the moral of the story?

.....

2. If you were the cactus, what would you have done? Why?

.....

B – Read the sentences and complete with the words in the box.

said sorry - soft - rose - cactus - water - dry - proud

In a (1) desert, there lived a (2) with (3) red petals. She was very (4) and often made fun of the rough (5) covered in sharp thorns. During a very hot summer, the desert became even drier, and the rose became weak and thirsty. One day, she saw a bird drink (6) from inside the cactus. Feeling sorry, she (7) and the kind cactus shared his water with her, and they became good friends.



Syllables

In the English language, there are words that contain one syllable, and there are words that contain two, three, or more syllables.

2 Syllables		3 Syllables	
taylor	→ tai-lor	mechanic	→ me-chan-ic
traffic	→ traf-fic	architect	→ ar-chi-tect
Window	→ win-dow	officer	→ of-fi-cer
Garden	→ gar-den	vehicle	→ ve-hi-cle

Stress in words

Stress is the part of the word we say louder and stronger.

In one-syllable words, the whole word is stressed.

Example: **NURSE**

In two-syllable words, stress is usually on the first syllable.

Example: tailor **TAI**-lor

In some three-syllable words, stress is on the second syllable.

Example: mechanic → me-**CHAN**-ic

B - Read the sentences. Write if the stress is on the first syllable or the second:

- 1 -The **taylor** made a beautiful dress.
- 2- A **mechanic** fixed our family car yesterday.
- 3 -The **architect** designed a new school building.
- 4- A traffic **officer** helped the children cross the street safely.
- 5 -The **vehicle** was parked near the library.



Exercise on Lesson 3

①-Read the sentences and complete with the words in the box.

inside – smiled – surprised – treated – embarrassed

The rose was..... She didn't know the cactus had water.....
Feeling....., the rose spoke to the cactus. "I'm sorry for the way I
.....you," she said. "I didn't know you were so strong and helpful.
Could you please give me some water?" The kind cactusand
shared his water with the rose.

②-Choose the correct answer from a, b, c or d:

1- To is to hit or pick up something with a beak, like a bird does.

(A) - think

(B) - eat

(C) - peck

(D) - Imagine

2-means the sharp points that grow on the stem or branch
of a plant to protect it

(A) - Petals

(B) - Thorns

(C) - leaves

(D) - branches

3- The cactus grows in the

(A) - desert

(B) - sky

(C) - water

(D) - tree

4- The thorns are very I can't touch them..

(A) - soft

(B) - nice

(C) - sharp

(D) - great

③-Rearrange the following to make correct sentences:

1- near - The vehicle - parked - the library - was.

.....

2- didn't - the cactus - She - had - inside - know - water.

.....

3- at all - The rose - like - the cactus - didn't.

.....

Lessons 4 & 5

A Biography Of An Egyptian Hero?

Important Vocabulary:



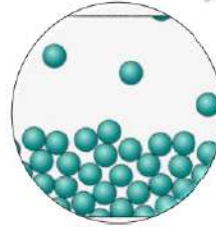
brilliant



University



United States



particles



gold

Extra Vocabulary:

Word	Word	Word
Biography	continue	chemistry
Egyptian	scientific	tiny
Hero	research	human
Golden	global	discoveries
Science	expert	idea
achievements	detect	treat
cancer	source	pride

Conjugation of Verbs:

Verb	past	Past participle
bear	bore	born
become	became	become
find out	found out	found out
has / have	had	had
go	went	gone

Expressions & Phrases:

Expression	Expression
was born	has received
named after him	National Medal of Science

Lesson 1 Exercise 4

Dr. Mostafa El Sayed: Science With a Golden Touch

Dr. Mostafa El-Sayed is a **brilliant** Egyptian **scientist**! He **was born** in Egypt in 1933 and had a great love for learning from a young age. He studied at Ain Shams **University** in Cairo before going to the **United States** to **continue** his **scientific research**.



Dr. El-Sayed became a **global expert** in **chemistry** and **nanoscience**. Nanoscience is the study of very **tiny** things - much smaller than a **human** hair. One of his most important **discoveries** is called **El-Sayed's Rule**, a scientific **idea** that was **named after him**.

One of his biggest **achievements** is his work with tiny **gold particles**. He **found out** how these "gold nanoparticles" can be used to help doctors **detect** and **treat** some types of **cancer**.



Because of his important discoveries, Dr. El-Sayed has **received** many major awards, including the U.S. **National Medal** of Science. He's a true **hero** of science and a **source** of **pride** for Egypt!

3 - Read and answer:

1. Where was Mostafa El-Sayed born?

.....

2. What did Dr. El-Sayed become an expert in?

.....

3. How could El-Sayed help doctors detect and treat some types of cancer?

.....

4. Why do you think Egypt is proud of Dr. El-Sayed?

.....

Here are some tips for writing a biography.

1. Start with key facts.
2. Tell about their early life.
3. Say what they did.
4. Use the correct time order
5. Add fun facts.
6. Use clear and simple language.
7. End with their impact.

Let's Solve a Community Problem!

Food Waste In Egypt

Causes

- People make more food than they eat.
- Restaurants throw away leftover food.
- No easy way to donate extra food.
- People don't think about wasting food

Effects

- Good food is thrown away.
- Many poor people don't get food.
- Wasting food wastes money and water.
- More garbage, which causes more pollution.

Solutions

- Plan meals
- Shop smart
- Support food banks
- Feed animals leftovers
- Store food properly



Exercise on Lesson 4 & 5

1- Read the sentences and complete with the words in the box.

born – taste – scientific – brilliant – University

Dr. Mostafa El-Sayed is a Egyptian scientist! He was in Egypt in 1933 and had a great love for learning from a young age. He studied at Ain Shams in Cairo before going to the United States to continue his research.

3- Choose the correct answer from a, b, c or d:

1- Dr. El-Sayed became a global expert in.....

- (A) - Arabic (B) - maths (C) - chemistry (D) - technology

1- Dr. El-Sayed was in Egypt in 1933.

- (A) - gone (B) - born (C) - eaten (D) - written

1- Dr. Mostafa El-Sayed is a source of for Egypt!.

- (A) - wastes (B) - sadness (C) - bridge (D) - pride

1- Dr. Mostafa El-Sayed made important.....

- (A) - discoveries (B) - apartments (C) - buildings (D) - pictures

4- Rearrange the following to make correct sentences:

1- they - People - than - more - food - eat - make.

2- is - scientist - a brilliant - Dr. Mostafa El-Sayed - Egyptian.

3- poor - food - don't - Many - get - people.

4- don't - about - People - wasting - food - think.



Test on Unit 3

1- Listen and choose the correct answer from a, b, c or d.

1- The rose saw a bird fly down.

- (A) - giant (B) - huge (C) - big (D) - small

2- The rose saw a bird gentlyat the cactus.

- (A) - cut (B) - peck (C) - chop (D) - eat

3- The bird drank some water fromthe cactus.

- (A) - inside (B) - outside (C) - above (D) - under

4- The bird wasand refreshed..

- (A) - hungry (B) - sad (C) - happy (D) - angry

2- Read the sentences and complete with the words in the box.

remain – houses – animals – touch – reason

The Arabian Leopard is one of the most endangeredin Egypt and the Middle East. Less than 200 of these beautiful catsin the wild. Oneis that these animals are in danger because people buildin their habitats.

3- Choose the correct answer from a, b, c or d.

1- After lunch, we put thein the fridge.

- (A) - wastes (B) - leftovers (C) - garbage (D) - tables

2- I felt.....when I fall in the classroom.

- (A) - happy (B) - proud (C) - embarrassed (D) - glad

4- Read and answer the questions.

Mostafa El-Sayed is a famous Egyptian scientist born in 1933 who became an expert in chemistry and nanoscience. After studying in Cairo, he continued his research in the United States. He is known for “El-Sayed’s Rule” and his work with gold nanoparticles to help detect and treat cancer. His discoveries have earned him many important awards, and he is a great source of pride for Egypt.

(A) - Answer the following:

1- What scientific field is Dr. El-Sayed an expert in?

.....

2- Where did Mostafa El-Sayed continue his research?

.....

B - Choose the correct answer from a, b, c or d.

3- Dr. Mostafa El-Sayed is a famousscientist

A - American **B** - Egyptian **C** - French **D** - English

3- His work with gold nanoparticles to help detect and treat.....

A - headache **B** - cough **C** - flu **D** - cancer

4 - Rearrange the following to make correct sentences:

1- you - problem - do - to - What - solve - this - can?

.....

1-is - a car - Yomna - to - able - drive.

.....

5 - Read and using the correct form of the word(s) in brackets.

1- Ali (can)run fast. He hurt his leg.

2- They are (able) speak English.

4 - Write a biography about (60-70) words about your favorite famous Egyptian person: was born - studied at - work with

" Dr. Mostafa El-Sayed "

.....

.....

.....

.....

.....

.....

.....

.....

.....

Review 1

① - Write the correct word under each picture:

tailor - paramedic - architect - mechanic - traffic officer



.....

.....

.....

.....

.....

② - Write the correct word in each sentence:

1. Helps people cross the road safely.
2. Makes clothes.
3. Designs buildings.
4. Fixes cars.
5. Helps sick or injured people.

③ - Write the correct word in each sentence:

vehicle - community - uniform - emergency - bin - recycling

1. Always throw rubbish in the
2. A is a group of people who live together.
3. Doctors and paramedics wear a
4. We put bottles and paper in the box.
5. We call 123 in case of
6. A bus is a kind of

4- Circle the correct word:

1. Do you usually (go - goes) out with your friends?
2. The children (are playing - play) in the park today.
3. We (am not listening - are not listening) to the radio at the moment.
4. He (isn't riding - aren't riding) his bicycle this afternoon.
5. Ali (visit - visits) his grand parents every Saturday.
6. (Am - Is) the cat sleeping on the couch?

5- Complete each sentence using can, can't, or able to.:

1. A fishwalk, but itswim.
2. Sheswim, so she wears a life jacket in the pool.
3. We have a new car, so now we arevisit our family more often.
4. Are youlift this box? It's very heavy!
5. My little brothertie his shoes yet, but he's learning.
6. They have practiced a lot, so theyplay the song perfectly now.

6- Read and answer:

"Ali always helps his friends at school. He picks up rubbish in the playground and puts it in the bin. He tells his friends to recycle paper and bottles. Ali thinks everyone should keep the school clean."



1. What does Ali do in the playground?

.....

2. What does he tell his friends?

.....

3. Do you think Ali is helpful? Why?

7- Story Elements:

One sunny morning, in a cozy house next to a big, green park, a small kitten named **Whiskers** was playing. He loved to chase butterflies. Suddenly, a big, noisy dog ran by, and **Whiskers** got scared! He ran away quickly, right into the middle of the big park.



Now, **Whiskers** was all alone and didn't know how to find his way back home. He started to meow sadly.

1. Who are the characters in this story?

2. What is the setting of this story? (Where and when does it happen?)

3. What is one important event that happens in the story?

4. What is the problem in this story?

UNIT
4

Resources Around Us

Lessons 1

Egypt: Past and Present

Important Vocabulary:



granite



colored stones



gold



clay



papyrus



bricks



temple



amulet



linen



statues

Extra Vocabulary:

Word	Word	Word
history	unbelievable	still
project	pyramids	huge
wood	carved	flax
even	sculptures	simple
scroll	mummies	pots
objects	protect	jars
Exactly	jewelry	natural
fascinating	culture	lasted

Conjugation of Verbs:

Verb	past	Past participle
read	read	read
know	know	known
make	made	made

Expressions & Phrases:

Expression	Expression
It's so cool	That's amazing!

Lesson 1 Exercise 2

Nour: Hey Omar! Are you working on the **history** project?

Omar: Yes! I'm reading about **materials** the **ancient** Egyptians used. It's so **cool**. They used **stone**, **clay**, **papyrus**, **linen**, **wood**, and even **gold**!

Nour: That's amazing! I saw a picture of a papyrus **scroll** in a museum. It's **unbelievable** how long that material could **survive**.

Omar: I know! And some materials are **still** used today. Stone is used in **modern** buildings—just like they used it for **pyramids** and **temples**.

Nour: And **statues**! I love how they **carved** huge statues from **granite**. We still use stone today for **sculptures** and buildings.

Omar: And linen! It's made from **flax**. Ancient Egyptians wore it every day—and even **wrapped mummies** in it.

Nour: My grandma has a linen dress. It's soft, cool, and **simple**.

Omar: Clay is another interesting one. They made **pots**, **jars**, **bricks**—and small **statues** and **amulets** too!

Nour: Amulets? You mean, like small **objects** people believed could **protect** them?

Omar: **Exactly**! Some were shaped like animals. They used gold and small **colorful stones** to make **jewelry**.

Nour: These materials are **natural**, strong, and **useful**. That's why they **lasted thousands** of years. Ancient Egyptian **culture** is really **fascinating**.



Definitions:

Word	Definitions
material	something used to make things
survive	to continue to exist for a long time
ancient	very old; from a long time ago
decorate	to make something look nice or beautiful
wrapped	covered something by putting material or cloth around it
modern	from recent times; not old

5 - Listen again and answer the questions:

1. What materials did the Ancient Egyptians use?

.....

2. Where did Nour see a picture of a papyrus scroll?

.....

3. Why did the Ancient Egyptians use linen in hot weather?

.....



Exercise on Lesson 1

1 - Read the sentences and complete with the words in the box.

linen - stones - temples - papyrus - granite

1. Ancient Egyptians used to wrap mummies.

2. We use colored to make beautiful jewelry.

3. Ancient Egyptians carved huge statues from

4. In Egypt, we have many that we can visit.

5. The Ancient Egyptians used to write on.

2- Choose the correct answer from a, b, c or d:

1- To is to continue to exist for a long time.

- (A) - think (B) - wrap (C) - survive (D) - Imagine

2- is something used to make things.

- (A) - unususl (B) - ancient (C) - Modern (D) - Material

3- is a material still used today in buildings?

- (A) - Clay (B) - Linen (C) - Stone (D) - Papyrus

4- Linen is made from.....

- (A) - cotton (B) - wool (C) - flax (D) - papyrus

5- means very old; from a long time ago.

- (A) - unusual (B) - ancient (C) - Modern (D) - Material

6- This statue is made of

- (A) - cotton (B) - wool (C) - granite (D) - linen

7- To..... means to make something look nice or beautiful.

- (A) - decorate (B) - destroy (C) - damage (D) - climb

8-..... is like small objects people believed could protect them.

- (A) - History (B) - Culture (C) - Amulets (D) - Sculptures

3- Rearrange the following to make correct sentences:

1- in - is - buildings - used - Stone - modern.

.....

1- a linen - grandma - dress - My - has.

.....

1- used - jewelry - gold - to - They - make.

.....

1- a picture - of - a museum - I - a papyrus - saw - scroll - in.

.....

Lessons 2

Let's Use Energy Wisely!

Important Vocabulary:



Sunshine



planet



solar panels



fridge



fuel

Extra Vocabulary:

Word	Word	Word
Energy	power	harm
Wisely	endless	turn off
charge	nature	distances
electricity	wind	climate
gas	pollute	actions
solar	types	difference

Conjugation of Verbs:

Verb	past	Past participle
need	needed	needed
come	came	come
keep	kept	kept
has / have	had	had
does / do	did	did

Expressions & Phrases:

Expression	Expression
the right size pot	Wasting energy
Walking or biking	Small daily actions

Lesson 1 Exercise 4

Energy is something we all need every day—to **light** our homes, cook, watch TV, and **charge** our phones. In Egypt, we use **electricity**, **gas**, and **solar power**. But energy is not **endless**, so we must use it **wisely**. Some energy comes from **nature**, like solar and **wind**, which are clean and don't **pollute**. Egypt has lots of **sunshine**, so using more **solar panels** saves money and helps the **planet**.



Other energy **types**, like oil and gas, can **harm** the Earth. We should save energy by **turning off** lights and **devices** when not in use, closing the **fridge** door quickly, and using **the right size pot** for cooking. Cars and buses use **fuel** which pollutes the air. Walking or biking short **distances** also saves energy and keeps us healthy.

Wasting energy causes **climate** change, which **affects** animals and their homes. Small daily **actions** can make a big **difference**. Together, we can protect our country and planet—we should all be Energy Heroes!

Definitions:

Word	Definitions
pollute	To make something dirty or unsafe, especially the air, water, or land
protect	Caring for something so you don't make mistakes or cause harm.
climate	The usual weather in a place over a long time

A - Read, think, and answer:

1. What types of energy do people use in Egypt?

.....

2. Why should we turn off lights and fans when we don't need them?

.....

3. How can walking or riding a bike help save energy?

.....



Modal Verbs: Must / Mustn't / Should / Shouldn't

1. Must:

We use **must** followed by the infinitive form of the verb to say something is very important or a rule.

Example: You **must** turn off the lights to save energy.

2. Mustn't:

We use **must** + **not** + followed by the infinitive form of the verb to say something is not allowed.

Example: You **mustn't** throw rubbish on the ground.

3. Should:

We use **should** + followed by the infinitive form of the verb to give advice or a good idea.

Example: You **should** walk to school if it's close.

4. Shouldn't:

We use **should** + **not** + followed by the infinitive form of the verb to say something is not a good idea.

Example: You **shouldn't** waste water when washing your hands.

A - Complete the following sentences with (must/mustn't):

1. You cross the street when the light is red.
2. We wear a uniform at school.
3. You touch electrical wires.
4. You listen to the teacher carefully.



Exercise on Lesson 2

① - Read the sentences and complete with the words in the box.

actions – taste – should – climate – protect

Wasting energy causeschange, which affects animals and their homes. Small dailycan make a big difference. Together, we canour country and planet—weall be Energy Heroes!

② - Choose the correct answer from a, b, c or d:

1. We use to get energy from the sun.

- (A) - wind turbines (B) - greenhouses (C) - fridges (D) - solar panels

2. Gases from cars and buses can the air.

- (A) - pollute (B) - clean (C) - charge (D) - protect

3. Don't water when you brush your teeth.

- (A) - use (B) - harm (C) - waste (D) - close

4. We must the Earth from pollution.

- (A) - forget (B) - protect (C) - use (D) - leave

5. You wash your hands before eating.

- (A) - must (B) - shouldn't (C) - mustn't (D) - can't

6. Students must their books to class.

- (A) - brings (B) - brought (C) - bringing (D) - bring

7. You listen to the teacher.

- (A) - must (B) - mustn't (C) - aren't (D) - can't

8. We must a seatbelt in the car.

- (A) - wears (B) - wear (C) - wore (D) - wearing

9. You eat too much fast food. It's unhealthy.

- (A) - must (B) - shouldn't (C) - mustn't (D) - can't

10. We speak politely to others.

- (A) - must (B) - shouldn't (C) - mustn't (D) - can't

③ - Read and write the correct form of the word(s) in brackets.

1-You..... (musts) turn off the lights when you leave the room.

2-Students..... (must to) bring their books to class.

3-You..... (mustn'ts) eat in the science lab.

4-We..... (should to) recycle more to help the environment.

5-Children..... (shouldn'ts) play near the road.

6-You (mustn't to) be late for school.

7-People..... (shoulds) drink enough water every day.

8-You..... (mustn'ts) forget your homework.

9-We (should to) help our parents at home.

10-You (musts) wear a helmet when riding a bike.

④ - Write a paragraph of (50-60) words using the following guiding elements:

solar panels - turning off - walk and ride bikes

"Saving Energy"

.....

.....

.....

.....

.....

.....

.....

.....

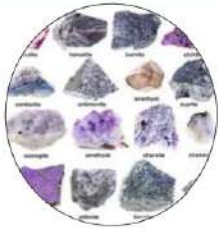
.....

.....

Lessons 3

Gifts from Under the Ground

Important Vocabulary:



minerals



oil



rocks



metals



jewelry

Extra Vocabulary:

Word	Word	Word
Gifts	electricity	country
valuable	kings	shiny
important	queens	future
deep	iron	contains
especially	steel	develop
natural	resources	strong

Conjugation of Verbs:

Verb	past	Past participle
find	found	found
sell	sold	sold
bring	brought	brought
build	built	built
grow	grew	grown

Expressions & Phrases:

Expression	Expression
Western Desert	Long ago,
Eastern Desert	a lot of natural gas

Lesson 1 Exercise 4

Egypt has many **valuable** things under the ground. We call these things **minerals**. They are very **important** for our **country**.

Egypt has a lot of **oil**, **rocks**, and **metals**. We find **oil deep** under the ground, **especially** in the Western Desert and Sinai. Oil is a black **liquid**. Egypt sells oil to other countries. This **brings** money to Egypt. Egypt also has a lot of **natural** gas that we can use for cooking, heating, and making **electricity** for lights and TVs.



Gold is a beautiful, yellow, shiny **metal**. Long ago, Ancient Egyptians used gold to make beautiful **jewelry** for **kings** and **queens**. Today, Egypt still finds gold in the **Eastern** Desert. Also, Egypt has iron in the Eastern Desert. Iron is a **strong** metal. We use **iron** to make **steel**. We use it to build big buildings and cars.

The soil in Egypt **contains** different kinds of minerals which help plants **grow** big and strong. These **natural resources** help Egypt grow and **develop**. By using these minerals **wisely**, Egypt can build a strong **future** for everyone.

1- Answer the following questions:

1. What do we call the valuable things under the ground in Egypt?

.....

2. Where do we find oil in Egypt?

.....

3. How is the soil in Egypt?

.....

4. Why are natural resources important for Egypt?

.....



/u:/ – Long “oo” sound (in **spoon**, **moon**, **school**, ...) How to pronounce /u:/



Spoon



moon



school



food



blue

2 /ʊ/ – Short “oo” sound (in **wood**, **book**, **look**, **good**) How to pronounce /ʊ/:



book



look



foot



good



wood

5 Listen and circle the word that has the /ʊ/ sound.

1. zoo / good / boot

2. wood / group / moon

3. moon / tooth / foot

6 Listen and circle the word that has the /u:/ sound

1. foot / food / good

2. good/ spoon / look

3. hook / school / book



Exercise on Lesson 3

1- Read the sentences and complete with the words in the box.

jewelry – taste – metal – steel – Eastern

Gold is a beautiful, yellow, shiny..... Long ago, Ancient Egyptians used gold to make beautifulfor kings and queens. Today, Egypt still finds gold in theDesert. Iron is a strong metal. We use iron to make.....

2- Choose the correct answer from a, b, c or d:

1- Ancient Egyptians used gold to make.....

- (A) - jewelry (B) - books (C) - clothes (D) - shoes

2- We get oil and gas from under the.....

- (A) - desk (B) - ground (C) - sky (D) - sea

3- Thein Egypt helps plants grow..

- (A) - meal (B) - building (C) - jewelry (D) - soil

4-..... is used to make buildings and cars..

- (A) - Iron (B) - Jewelry (C) - Liquid (D) - Cloth

5- Gold is ametal.

- (A) - dark (B) - shiny (C) - soft (D) - black

6-is made from iron..

- (A) - Gold (B) - Sand (C) - Steel (D) - Desert

7 -The black liquid we use for energy is called.....

- (A) - gas (B) - water (C) - juice (D) - oil

8-.....are things like oil, gas, and minerals that help a country grow.

- (A) - Animals (B) - Clothes (C) - Computers (D) - Natural resources

9- Something that is very important or special is called.....

- (A) - deep (B) - valuable (C) - ugly (D) - bored

10 - Gas used in cooking and heating is called.....

- (A) - oxygen (B) - perfume (C) - steam (D) - natural gas

Lessons 1

Man-Made Resources

Important Vocabulary:



bottles



toys



mirrors



bricks



newspapers

Extra Vocabulary:

<i>Word</i>	<i>Word</i>	<i>Word</i>
manmade	explain	recycle
resources	create	reusing
facts	walls	complete
notebook	processed	tips
printed	factories	accurate
information	project	because

Conjugation of Verbs:

<i>Verb</i>	<i>past</i>	<i>Past participle</i>
write	wrote	written
make	made	made
build	built	built
read	read	read
draw	drew	drawn

Expressions & Phrases:

<i>Expression</i>	<i>Expression</i>
For example	is made from
school supplies	the world around me.

Lesson 1 Exercise 4

Hi! I'm Omar, and I'm doing a research project about **manmade resources** for my English class. I started by reading a book and searching the internet with my dad. I wrote **facts** in my **notebook** and **printed** pictures to help **explain**.



Man-made resources are things people **create** using natural materials. **For example**, plastic is made from oil and used for **bottles, toys**, and school **supplies**. Glass is made from sand and used in windows, **mirrors**, and cups. One interesting resource I learned about is **bricks**, made by mixing clay and water, then dried or baked. They are used to build houses, schools, and **walls**.



Paper is made from trees and **processed** in **factories** for writing and reading. People also **recycle** paper to make notebooks and **newspapers**.

To **complete** my **project**, I drew pictures of each resource and shared helpful **tips**, such as recycling plastic, **reusing** paper, and using cloth bags instead of plastic ones. Doing research was an important part of my work **because** it helped me understand new ideas, find **accurate** information, and learn more about the **world** around me.



② - Read and answer:

1. What project did Omar work on?

.....

2. Where did Omar find information for his research?

.....

3. Which man-made material did Omar include in his project?

.....

4. Why is research important?

.....

5. Which piece of information from the text is new to you?

.....

Here are some tips for doing research:

- Choose your topic.
- Ask simple questions, What is it? Where does it come from? etc.
- Use different sources like: school book, search safe websites, or ask an adult.
- Write short notes in your own words.
- Organize your ideas.
- Add pictures or drawings.
- Check spelling, grammar, and punctuation mistakes.

Lesson 5 -Think and Create

The High Dam

What is the High Dam?

The High Dam is a huge wall that crosses the Nile River in **Aswan, Egypt**. It holds a large lake called **Lake Nasser**. The dam stops the river from flooding and keeps water for people to use **during** the year.



Why did Egyptians build it?

They built the High Dam to **solve** problems with flooding and **drought**. They also wanted to give people clean **electricity** and help farmers grow more **crops** with **regular** water.

When did Egyptians build it?

Egyptians built the High Dam in Aswan between **1960** and **1970**. It was **officially completed** and opened in **1970**. It took around ten years to build. Now, it helps Egypt with water and electricity every day.

"How does The High Dam help people?"

The High Dam helps people in many ways. Farmers use the water for **irrigation**, to grow vegetables, fruits, and **grains** all year. The dam also sends electricity to houses, schools, hospitals, and factories across Egypt. It **protects** cities from **dangerous** floods, and it makes sure people have water even when the river is **low**.



Exercise on Lesson 4 & 5

① - Read the sentences and complete with the words in the box.

from – create – sand – supplies – smell

Man-made resources are things people using natural materials. For example, plastic is made oil and used for bottles, toys, and school..... Glass is made from and used in windows, mirrors, and cups.

③ - Choose the correct answer from a, b, c or d:

1- The High Dam helps protect Egypt from.....

- (A) - snow (B) - fires (C) - flooding (D) - sandstorms

2- A..... happens when there is no water for a long time..

- (A) - flood (B) - drought (C) - rain (D) - wind

3- Paper is processed in a.....

- (A) - school (B) - house (C) - hospital (D) - factory

4- Glass is made from.....

- (A) - water (B) - plastic (C) - sand (D) - oil

④ - Rearrange the following to make correct sentences:

1- is - a - High - huge - The - wall - Dam.

2- research - ideas - helped - Doing - understand - me - new,

3- is - oil - made - Plastic - from.

⑥ - Punctuate the following:

they build houses schools and walls



Test on Unit 4

1- Listen and choose the correct answer from a, b, c or d.

1- Egypt has aoil, rocks, and metals.

- (A) - many (B) - much (C) - little (D) - lot of

2- We find oil deepthe ground.

- (A) - above (B) - under (C) - over (D) - behind

3- Oil is aliquid

- (A) - green (B) - white (C) - black (D) - blue

4- Egyptoil to other countries..

- (A) - sells (B) - watches (C) - brushes (D) - chops

2- Read the sentences and complete with the words in the box.

Gas - safe -metal-Steel - buildings

Egypt has a lot of iron in the Eastern Desert. Iron is a strong (1).....
We use it to make steel, which is used in many big (2)..... around the
country. (3)..... helps us build bridges, towers, and cars that last a
long time and stay(4)in all kinds of weather.

3- Choose the correct answer from a, b, c or d.

1- Facts must be

- (A) - boring (B) - long (C) - accurate (D) - dry

2- Ancient Egyptians used coloredto make jewelry.

- (A) - papyrus (B) - stones (C) - linen (D) - temples

4- Read and answer the questions.

Salma is doing a science project about natural resources in Egypt. She reads about oil, natural gas, and metals. She learns that oil is found in the Western Desert and Sinai. Natural gas is used for cooking and heating. Gold and iron are also important metals. Gold is used to make jewelry, and iron is used in building. Salma draws a map to show where we can find them. She is proud that Egypt has many useful things under the ground. She enjoys learning about science.

A-Answer the following:

1- What project is Salma doing?

.....

2- Where is oil found in Egypt?

.....

B-Choose the correct answer from a, b, c or d.

3- The general idea of the text is about in Egypt.

- A- meals B- teachers C- animals D- natural resources**

3- Gold is used to make.....

- A- roads B- jewelry C- bricks D- doors**

5-Read and using the correct form of the word(s) in brackets.

1- You should(kept) your school clean.

2- You.....(must) throw rubbish on the ground.

4- Write a paragraph of (50-60) words using the following guiding elements:

High wall - solve problems - sends electricity

"The High Dam"

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3-Punctuate the following:

what did ancient egyptians carve statues from

.....

UNIT
5

Made in Egypt

Lessons 1

A Trip Through Time

Important Vocabulary:



passport



luggage



souvenir



brochure



exhibition



travel plan



information
desk



guided tour



pack



board

Extra Vocabulary:

Word	Word	Word
trip	pharaohs	spot
through	explore	statues
time	wonders	mummies
book	unusual	technology
pyramids	corner	smart
entrance	information	shows
just	fun way	real

Conjugation of Verbs:

Verb	past	Past participle
come	came	come
take	took	taken
stand	stood	stood
tell	told	told
show	showed	shown

Expressions & Phrases:

Expression	Expression
One of the newest	Work on
Grand Egyptian Museum	belonged to

Lesson 1 Exercise 4

The Grand Egyptian Museum

Egypt is one of the oldest **countries** in the world. It has **pyramids**, ancient **temples**, strong **pharaohs**, and amazing stories from history. Each year, tourists from many countries come to **explore** the **wonders** of this **unusual** land. In Egypt, history lives in every **corner**.

One of the newest and most exciting places to visit is the **Grand Egyptian Museum (GEM)**. Work on the museum took almost 20 years to finish. It stands near the Pyramids in Giza, the museum was built in this **spot** so visitors can enjoy both ancient and modern Egypt in one **trip**.

Visitors can see **statues**, golden jewelry, tools, real **mummies**, and even the **Solar Boat** that belonged to **King Khufu**. The objects **are shown** in a special way that tells the story of Egypt from the beginning to the end of the time of the pharaohs.

At the **entrance**, there is an **information** desk where visitors can ask questions or get help. The museum also uses modern **technology**, like smart screens and amazing **shows**, to help people learn in a fun way. The Grand Egyptian Museum is not **just** a building; It is a place where Egypt's story.



A - Listen again and answer the questions:

1. Why do tourists visit Egypt?

.....

2. How long did it take to finish the museum?

.....

3. What can visitors see inside the museum?

.....

4. Where can visitors ask for help?

.....



Exercise on Lesson 1

1 - Read the sentences and complete with the words in the box.

countries – pyramids – corner – touch – history

Egypt is one of the oldest countries in the world. It has....., ancient temples, strong pharaohs, and amazing stories from..... Each year, tourists from many come to explore the wonders of this unusual land. In Egypt, history lives in every.....

2 - Choose the correct answer from a, b, c or d:

1- They will to Aswan next year.

A - think

B - eat

C - smell

D - fly

2. I bought a small pyramid as a from the gift shop.

A - painting

B - color

C - souvenir

D - sport

3. We saw a mummy in the new at the museum.

A - class

B - exhibition

C - playground

D - hospital

4. Our teacher gave us a with times and places for the trip.

A - travel plan

B - test paper

C - storybook

D - math sheet

Ⓐ- toy shop Ⓑ- information desk Ⓒ- swimming pool Ⓓ- bedroom

(A) - think **(B) - board** **(C) - book** **(D) - pack**

Ⓐ - think Ⓑ - board Ⓒ - book Ⓓ - pack

(A) - think (B) - board (C) - book (D) - pack

1- tells - you - museum - about - A brochure - the .

1- shows - An exhibition - old - special - items - and.

1- a different - You - have - to - must - enter - country - a passport.

④ - Write a paragraph of (50-60) words using the following guiding elements:
It's location - it took to be built - visitors can see

"The Grand Egyptian Museum"

(This area contains horizontal lines for writing.)

Lessons 2

A Dream Comes True

Important Vocabulary:



Plateau



luxury



cable car



University



transportation

Extra Vocabulary:

Word	Word	Word
Dream	smart	empty
modern	reduce	peaceful
national	mountain	environment
plan	education	government
devised	medicine	vision
example	engineering	sustainable

Conjugation of Verbs:

Verb	past	Past participle
welcome	welcomed	welcomed
offer	offered	offer
study	studied	studied
build	built	built
Come	came	come

Expressions & Phrases:

Expression	Expression
near Ain Sokhna	run businesses
full of life	from Egypt and abroad

Lesson 1 Exercise 4

Al Galala: Egypt's City Above The Clouds

Al Galala City is a modern city in Egypt, built on the Al Galala Plateau near Ain Sokhna. It was part of a national plan devised in 2015 to reduce crowding in older cities. Today, it is one of Egypt's leading smart cities with clean air and sea views.



The city has luxury hotels, beaches, a water park, and a famous cable car that offers great views from the mountain to the sea. Al Galala is also a center for education and science. Galala University welcomes students from Egypt and abroad to study medicine, engineering, and more.

In the past, the area was empty, but now it is full of life. People work in hotels, teach, or run businesses. More families are moving in to enjoy its peaceful environment.

The government plans to build more homes, parks, and transportation links. Al Galala is a great example of Egypt's vision for smart, sustainable cities.

2- Read, think, and answer.

1. When did the Egyptian government start building Al Galala City?

.....

2. Name two fun things visitors can do in Al Galala City.

.....

3. How was Al Galala Plateau different in the past compared to now?

.....

4-How does Al Galala City prove to be a wonder?

.....



Past Simple

- We use the past simple for:

a. actions that started and finished in the past.

Example: She **baked** a delicious cake yesterday.

b. actions that happened one after another in the past.

Example: We **entered** the museum, took photos, and bought souvenirs.

c. habits in the past.

Example: They **played** outside after school every day.

Affirmative	Negative
Use (subject) + (past form of the verb).	Use (subject) + did not (didn't)
Examples: He visited his uncle last Friday.	+ infinitive form of the verb.
	Example: Noha didn't clean the house last night.

♦ For regular verbs, add **-ed**, **-d**, or **-ied** to the main verb.

Examples: play → **played** smile → **smiled** cry → **cried**

♦ Irregular verbs have special past forms. They change in different ways.

Examples: go → **went** eat → **ate** buy → **bought**

♦ The past forms of verb to be are **was/were** in the affirmative form or **wasn't/weren't** in the negative form.

Examples: In the past, Al Galala Plateau **was** empty.

There **were** no homes or roads.

♦ We use **was/were** in the question. We don't use "**did**" with verb to be.

Example: **Was** Maher at home yesterday? - No, he **wasn't**. He **was** outside.

Question

Yes or No questions:

Did+ subj+ main verb?

Example: **Did** you travel last summer? – Yes, I **did**.

Wh questions:

Wh word + did + inf.+.....?

Where **did** he go yesterday? – He **went** to the club.

Key Words :

Yesterday - last (week – month – year –.....) - ago - in the past

②- Read and write the correct form of the word (s) in brackets:

1. He (**clean**) his new shoes last morning.
2. The teacher (**not be**) at the library yesterday.
3. They (**have**) dinner an hour ago.
4. (Do) you enjoy the trip last week?
5. Did you (**finished**) the report yesterday?



Exercise on Lesson 2

①-Read the sentences and complete with the words in the box.

sustainable - moving - overcrowded - center

Al Galala is a new city near the Red Sea. It helps people move away from big and (1) cities. There are comfortable hotels and clean beaches for visitors. From the (2)....., people can see a great view of the sea and mountains. The city is also a center for education and learning. Many families are (3) to Al Galala to enjoy a better life. It is part of Egypt's plan to build (4) cities for the future.

②-Choose the correct answer from a, b, c or d:

- 1- The city was built on the Al Galalanear Ain Sokhna.

- (A) - ocean (B) - mountain (C) - Plateau (D) - river
- 2- The..... gives a great view from the top..
- (A) - Solar Boat (B) - cable car (C) - water park (D) - beach
- 3- His..... for the future is to help poor people.
- (A) - vision (B) - planet (C) - plant (D) - Imagine
- 4- I bought a/an..... car that has soft seats and a smart screen.
- (A) - cheap (B) - luxury (C) - empty (D) - bad
- 5- The government built new cities to reducein older cities.
- (A) - parks (B) - views (C) - crowding (D) - transports
- 6- Solar power is a/anenergy source.
- (A) - fast (B) - sustainable (C) - crowding (D) - bad
- 7- helps people build roads and bridges.
- (A) - Medicine (B) - Teaching (C) - Nursing (D) - Engineering
- 8- Did Heba to the mall yesterday?
- (A) - goes (B) - go (C) - went (D) - going
- 9- My family a picnic in the park last Sunday.
- (A) - have (B) - has (C) - having (D) - had
- 10- Anas to the cinema three days ago..
- (A) - goes (B) - went (C) - go (D) - going
- 11- My team didn't the game last week.
- (A) - win (B) - wins (C) - won (D) - winning
- 11- I tired after playing the match yesterday.
- (A) - is (B) - are (C) - was (D) - were

4-Rearrange the following to make correct sentences:

1- built-Al Galala City - Ain - near- was - Sokhna.

.....

2- visited - the - I - Museum - week - Egyptian - last.

.....

3- welcomes - abroad - students - Egypt - Galala University - from - and .

4- plans - more - The government - homes - build to.

5- is - Egypt - a modern - Al Galala City - city - in

6- yesterday - My uncle - fixed - our - bicycle..

④ - Write a paragraph of (50-60) words using the following guiding elements:
near Ain Sokhna - smart cities - Galala University

"Al Galala City"

⑥ - Punctuate the following:

al galala city is a modern city in egypt

Lessons 3

The Bundle of Sticks

Important Vocabulary:



Village



Sticks



crops



farm



bundle

Extra Vocabulary:

Word	Word	Word
Bundle	unite	stop
along	strong	called
sons	strength	animals
argued	wisdom	water
worried	Unity	listen
weaker	easily	together

Conjugation of Verbs:

Verb	past	Past participle
fight	fought	fought
feed	fed	fed
grow	grew	grown
become	became	become
show	showed	shown
break	broke	broken

Expressions & Phrases:

Expression	Expression
A long time ago	plenty of food
worked hard	tried hard

Lesson 3 Exercise 4

A long time ago, in a small **village** along the Nile River, there lived an old man with his three **sons**. The old man was a farmer who **worked hard** growing **crops** on his land. The **farm** was big and gave them **plenty of food**, but the three sons were always **fighting**. They **argued** about who would **water** the crops, **feed** the animals, and who worked the hardest. This made their father very **worried**. As the old man grew **weaker**, he **became** more worried about his sons. "My sons," he said, "you should stop fighting and work together. If you all **unite**, you will be strong". The three sons did not **listen** to their father.



One day, the father **called** his sons and **showed** them a **bundle of sticks** tied together. He asked each son to break the bundle. Each one **tried hard**, but they failed.

Then, the father **untied** the bundle and gave them single **sticks**. The sons broke them easily.

"**You see**," said the father, "these sticks are just like you. Together, you are strong. But **alone**, you can **be broken** easily." The father went on saying, "**Unity gives strength**." From that day on, the sons understood their father's **wisdom**. They stopped fighting and worked **together**.

3 - Think and answer:

1. Where did the old man live?

.....

2. What kind of things did the three sons argue about?

.....

3. Do you think the father was wise? Why?

.....

Definitions:

Word	Definitions
argue	gave reasons for or against something
bundle	a group of things tied together
strength	being strong
wisdom	using your knowledge to make good decisions
unite	to come together

① - Read these definitions. Then choose and write the correct story element.

beginning - middle - end - moral - characters - setting

1. The place and time of a story.
2. This is where the problem or main event happens.
3. The people or animals in a story.
4. This is where a story ends.
5. The lesson we learn from a story.
6. This is where a story starts.

① - Put the story events in the correct order. Write numbers (1-5):

The sons could not break the bundle of sticks.

The old man showed his sons a bundle of sticks.

The father gave them single sticks, and they broke them easily.

The sons understood the lesson and started working together.

The father asked his sons to stop fighting and work together.



When we pronounce regular past tense verbs ending in -ed, we hear three different sounds depending on the final sound of the base verb:

/t/ sound : Used after voiceless sounds like: **p, k, f, s, ch, sh**

These are sounds made without vibrating the vocal cords.

Examples:

liked → /laɪkt/

watched → /wɒtʃt/

kissed → /kɪst/

/d/ sound: Used after voiced sounds like: **b, g, v, l, m, n, r, z** or **vowels**.

These are sounds made with vibration of the vocal cords.

Examples:

played → /pleɪd/

cleaned → /kliːnd/

called → /kɔːld/

/ɪd/ sound : Used after verbs ending in **t** or **d**.

Adds an extra syllable.

Examples:

wanted → /'wɒntɪd/

needed → /'niːdɪd/



Exercise on Lesson 3

①-Read the sentences and complete with the words in the box.

food – feed – crops – touch – fighting

The old man was a farmer who worked hard growingon his land. The farm was big and gave them plenty of....., but the three sons were always..... They argued about who would water the crops,the animals, and who worked the hardest

②-Choose the correct answer from a, b, c or d:

1- When we animals, we give them food..

- (A)- break (B)- fail (C)- feed (D)- argue

2- A..... is a group of things tied together..

- (A)- wisdom (B)- bundle (C)- moral (D)- stick

3-means using your knowledge to make good decisions.

- (A)- Wisdom (B)- Bundle (C)- Moral (D)- Stick

4- A good story always has a clear..... at the end.

- (A)- clock (B)- bundle (C)- moral (D)- stick

③-Rearrange the following to make correct sentences:

1- could – not – sticks – break – The sons – the bundle – of.

.....

2- asked – his – fighting – sons – The father – to – stop.

.....

3- understood – The – lesson – sons – the.

.....

4- gave – food – them – The farm – plenty – of.

.....

Lessons 4 & 5

Egypt Goes Green

Important Vocabulary:



solar stations



hospital



factory



engineer



builder

Extra Vocabulary:

<i>Word</i>	<i>Word</i>	<i>Word</i>
sunny	homes	support
ideal	schools	sunlight
solar energy	reduce	expensive
provide	safe	fuel
electricity	create	environment
sustainable	nearby	Although
training	benefits	development

Conjugation of Verbs:

<i>Verb</i>	<i>past</i>	<i>Past participle</i>
keep	kept	kept
build	built	built
bring	brought	brought
learn	learnt/learned	learnt/learned
am/is/are	was / were	been

Expressions & Phrases:

<i>Expression</i>	<i>Expression</i>
Upper Egypt	a proud step
local communities	better future

Lesson 1 Exercise 4

Why I think Benban is important

Egypt is a **sunny** country, making it **ideal** for **solar energy**. One important project is **Benban Solar Park** near Aswan, one of the world's largest solar **stations**. Built between **2018** and **2019**, it has over 6 million panels and **provides electricity** to homes, schools, **hospitals**, and **factories**.



Benban uses clean, **sustainable** energy, reducing pollution and keeping the air **safe**. It also **creates** thousands of **jobs** for **engineers**, **builders**, and people from **nearby villages**, helping them **support** their families. The project is important because it saves money by using **sunlight** instead of **expensive fuel**, protects the **environment**, and brings jobs to **Upper Egypt**. **Although** some workers need **training**, it helps them learn new **skills** and improves local **communities**.

Benban Solar Park is a smart and **valuable** project for Egypt. It **benefits** people, **protects** nature, and supports **development**. It's a proud step **toward** a cleaner, **better** future.

01145495338

A - Read the sentences. Write F (Fact) or O (Opinion):

1. The park opened in November 2019. ()
2. I think Benban Solar Park is a very important and smart project for Egypt. ()
3. Benban Solar Park helps reduce pollution. ()
4. I believe Benban Solar Park is a great idea for Egypt and the world. ()

Tip!

When you write about what you think or how you feel about something—this is called opinion writing. It's a way to share your ideas and say what you believe.

Lesson 5

A Display Board about an Object in the Grand Egyptian Museum



This **chalice** is made of **alabaster**. It looks like a white **lotus** flower with two **handles**. It was found in King **Tutankhamun's** tomb. Now, it is in the Grand Egyptian Museum. It was used in special **ceremonies** like **funeral rituals**. It is a symbol of eternal life and beauty. People believed it helped the king live forever in the **afterlife**.

A - Complete the paragraph with the Past Simple form of the verbs between brackets:

Last weekend, Omar and his friend (1) (**are**) at the new science museum. They (2) (**watch**) a show about space. Omar (3) (**not understand**) some parts of it. His friend (4) (**explain**) everything to him. They (5) (**take**) photos of the rockets and stars. At the end, the guide (6) (**ask**) Omar if he (7) (**enjoy**) the show. Omar (8) (**smile**) and said, "Yes, it was amazing!"



Exercise on Lesson 1

① - Read the sentences and complete with the words in the box.

safe – sustainable – play – support – jobs

Benban uses clean,energy, reducing pollution and keeping the air..... It also creates thousands offor engineers, builders, and people from nearby villages, helping themtheir families.

③ - Choose the correct answer from a, b, c or d:

1- If wesmoke, we know there's a fire.

(A) - think

(B) - eat

(C) - smell

(D) - Imagine

1- If wesmoke, we know there's a fire.

(A) - think

(B) - eat

(C) - smell

(D) - Imagine

1- If wesmoke, we know there's a fire.

(A) - think

(B) - eat

(C) - smell

(D) - Imagine

1- If wesmoke, we know there's a fire.

(A) - think

(B) - eat

(C) - smell

(D) - Imagine

④ - Rearrange the following to make correct sentences:

1-Sarah - does - What - eat - for breakfast?

.....

1-Sarah - does - What - eat - for breakfast?

.....

1-Sarah - does - What - eat - for breakfast?

.....

1-Sarah - does - What - eat - for breakfast?

.....



Test on Unit 5

1- Listen and choose the correct answer from a, b, c or d.

1- Egypt is acountry

- (A) - snowy (B) - rainy (C) - cloudy (D) - sunny

2- Egypt is ideal forenergy

- (A) - water (B) - solar (C) - lunar (D) - garden

3- Benban Solar Park Is near.....

- (A) - Cairo (B) - Tanta (C) - Aswan (D) - Luxor

4- Benban Solar Park is one of the world'ssolar stations.

- (A) - smallest (B) - largest (C) - farthest (D) - worst

2- Read the sentences and complete with the words in the box.

abroad – luxury – University – touch – engineering

Al Galala is also a center for education and science. Galalawelcomes students from Egypt andto study medicine,, and more. The city hashotels, beaches, a water park

3- Choose the correct answer from a, b, c or d.

1- The old man was very about his sons. They always fight.

- (A) - happy (B) - worried (C) - excited (D) - excited

2- People use a ____ to remember their trips.

- (A) - recipe (B) - souvenir (C) - magazine (D) - bicycle

4- Read and answer the questions.

One of the newest and most exciting places to visit is the Grand Egyptian Museum (GEM). Work on the museum took almost 20 years to finish. It stands near the Pyramids in Giza, the museum was built in this spot so visitors can enjoy both ancient and modern Egypt in one trip.

Visitors can see statues, golden jewelry, tools, real mummies, and even the Solar Boat that belonged to King Khufu. The objects are shown in a special way that tells the story of Egypt from the beginning to the end of the time of the pharaohs.

A - Answer the following:

1- Where does the Grand Egyptian Museum stand?

.....

2- What can visitors see in the museum?

.....

B - Choose the correct answer from a, b, c or d.

3- The Grand Egyptian Museum (GEM) is one of the..... places.

A - newest **B** - oldest **C** - worst **D** - ugliest

3- the museum took almost years to finish.

A - ten **B** - twenty **C** - thirty **D** - forty

5 - Read and using the correct form of the word(s) in brackets.

1- Mom (bakes) a delicious cake for her birthday a week ago.

2- (Do) you wake up early yesterday?

4 - Write a paragraph of (50-60) words using the following guiding elements:

near Aswan - sustainable energy - using sunlight

" Benban Solar Park "

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

The Water Savers

Important Vocabulary:



Drip



Overflow



Puddle



Leak



Hallway



Hose



Tap



Pipe



Drop



snap(fingers)

Definitions:

Word	Definitions
dripping	falling in small drops (like water from a tap)
precious	very valuable; something we must protect
resources	natural things that we use, like water, air, or energy
snap(fingers)	to make a quick sound with your fingers — a sign of having an idea
curious	wanting to know or learn more
leaky	letting water (or air) escape through a hole or crack
overflow	to go over the edge (e.g., when a sink is too full)
puddles	small pools of water on the ground
cheerful	happy, positive, bright and friendly
fix	to repair something broken
spread	to move to more people or places (like news or ideas)
mini-challenges	small, fun competitions to see who can do something best

The characters of the story



Noor



Ahmed



Farida



Mr. Youssef



In a **bright** and busy school, three friends—**Noor**, **Ahmed**, and **Farida**—were always looking for ways to help. One **sunny** morning, they noticed something that made them stop. A tap in the school bathroom kept **dripping**, even when no one used it. In the garden, water **overflowed** from a **broken pipe** and formed little **puddles** near the walkway. “We **waste** too much water,” **Noor** said, **shaking** her head. She watched the drops fall one after another, knowing they were too **precious** to **waste**. **Ahmed** said, “We need to take better care of our **resources**,” he agreed. We can’t afford to be careless.”

Farida, always full of ideas, **snapped her fingers**. “Let’s do something about it! We can be Water Savers! We can show everyone that small actions matter.” They went to their teacher’s office and **explained** their plan. “We want to do a project to help our school use water wisely,” **Noor** explained. Their teacher smiled **brightly**. “That’s a **wonderful** idea. Go for it—and let me know how I can help.”



The next day, the three friends got to work. They started by walking around the school with a notebook, a camera, and **curious** eyes. Noor wrote down everything she noticed: leaky taps, students leaving water running while washing their hands, and hoses left on too long in the garden.

Ahmed used his **tablet** to take photos of the **problems** so they could show them later in their presentations. **Farida**, the artist, brought out her colored markers and made bright, cheerful posters. One read: "Turn off the tap while brushing!" Another said: "Every drop counts. Fix leaks fast!"

They also spoke to the school cleaner, **Mr. Youssef**, who was **surprised** but pleased to see the students taking action. "I'd love your help," he said as they watched him fix a leaking sink. He **explained** how a small drip could waste liters of water each day.

The kids listened carefully and learned a lot. But not everyone **understood** their role. One afternoon, a classmate said to them unkindly near the **hallway**. "Why do you care about water so much? It's just a few drops."

Noor looked him in the eye. "Because water is life," she said firmly. "We all need it, and we all need to **protect** it." Her friends stood beside her, proud and quiet. They didn't let the bullying stop them. They **believed** in what they were doing.



Soon, their **message** began to spread. The school hung their posters in **bathrooms**, classrooms, and near garden taps. Teachers took a few minutes each day to talk about how to save water. Some classes even had mini-**challenges** to see who could save the most!

One morning, the head teacher gave the children, Noor, Ahmed, and Farida certificates of **achievement** for their hard work. From that day on, everyone at the school became a Water Saver.

② - Choose the correct answer from a, b, c or d:.

1. Noor, Ahmed, and Farida were worried about the water because they
 a. wanted to play in the puddles b. wanted to save water
 c. disliked the school garden d. wanted to skip class
2. Farida used to make posters.
 a. tablets b. colored markers c. notebooks d. cameras
3. "Every drop counts!" means ".....".
 a. Water is only for drinking b. Even small amounts of water matter

c. Rain is coming soon

d. Drops are fun to count

4. Mr. Youssef supported the students because too.

a. he wanted a break

b. he cared about saving water

c. the teacher asked him

d. he liked their posters

②- Read and write (T) True or (F) False:

True False

1. Farida's posters had messages like "Every drop counts."
2. The teacher did not support the students' plan.
3. The school skipped the students' posters and didn't use them.
4. Mr. Youssef helped the students fix a leaking sink.
5. Noor said, "Water is life" when a classmate bullied her.
6. Some classes had mini-challenges to save water
- 7-Noor, Ahmed, and Farida ignored the water leaks.
- 8-Noor, Ahmed, and Farida were classmates.
- 9-The story happened during winter.
- 10-They saw a tap dripping in the bathroom.
- 11-The garden had a broken pipe.
- 12-Noor said water was not important.
- 13-Ahmed agreed they should take care of resources.
- 14-Farida suggested making posters.
- 15-They spoke to the school principal first.
- 16-The teacher supported their idea.
- 17-Noor carried a paintbrush.
- 18-Ahmed took photos with a tablet.
- 19-One poster said, "Turn off the tap while brushing!"
- 20-Mr. Youssef was the gardener.
- 21-Mr. Youssef explained that a small drip could waste liters daily.
- 22-A classmate praised their project.
- 32-Noor told a classmate, "Water is life."
- 24-The posters were hung only in classrooms.

- 25-Teachers spoke daily about saving water.
- 26-Classes competed to save the most water.
- 27-The head teacher gave them certificates.
- 28-They stopped working after being teased.
- 29-They believed in their cause.
- 30-The problem in the garden created puddles.
- 31-They fixed all the leaks themselves.
- 32-Farida made posters with crayons.
- 33-Ahmed's job was to take photos of the problems.
- 34-The weather was sunny when they saw the problems.
- 35-After the project, everyone in school became a Water Saver.

② - In groups, answer the following questions:

1-Who are the three main friends in the story?

.....

2-Where does the story take place?

.....

3-What did the friends notice in the school bathroom?

.....

4-What problem did they see in the garden?

.....

5-What did Noor say about wasting water?

.....

6-How did Ahmed respond to Noor's concern?

.....

7-What idea did Farida come up with?

.....

8-Who did the children share their plan with?

9-How did the teacher react to their idea?

10-What tools did the friends use during their project?

11-What did Noor do with the notebook?

12-What did Ahmed use his tablet for?

13-What kind of posters did Farida make?

14-Give one example of a slogan from their posters.

15-Who is Mr. Youssef?

16-How did Mr. Youssef help the students?

17-What did Mr. Youssef explain about water waste?

18-How did a classmate react negatively to their project?

19-What was Noor's reply to the classmate?

.....

20-How did her friends show support in that moment?

.....

21. Why is saving water important?

.....

22. How can small actions make a big difference?

.....

23. Can one person really make a difference? Why / why not?

.....

24. What are three things you can do at home to save water?

.....

25-Where were the posters hung in the school?

.....

26-What did teachers do to help spread the message?

.....

27-What challenges did some classes do?

.....

28-What did the head teacher give the three friends?

.....

29-How did the school's attitude toward water change?

.....

30-What lesson can we learn from the story?

.....

Listening Texts

Exercise on lesson 2:

Ras Mohamed is a protected area. This means that people must take care of the land, sea, and animals. It is important to follow the rules to keep the park clean and safe.

Test on unit 1:

First, they buy souvenirs from the market. There are many beautiful things like bags, lamps, and bracelets. His sister chooses a colorful necklace. Then, they walk through the old streets and watch people baking bread. The smell is amazing!

Test on unit 2:

The Nile is very important for Egyptian people. In the past, the river flooded and brought good soil. Farmers used this soil to grow food like wheat and vegetables. The Nile provides people and animals with water to drink. People also use the river to travel in boats.

Test on unit 3:

One day, the rose saw a small bird fly down and gently peck at the cactus. The bird drank some water from inside the cactus and flew away, happy and refreshed.

Test on unit 4:

Egypt has a lot of oil, rocks, and metals. We find oil deep under the ground, especially in the Western Desert and Sinai. Oil is a black liquid. Egypt sells oil to other countries.

Test on unit 5:

Egypt is a sunny country, making it ideal for solar energy. One important project is Benban Solar Park near Aswan, one of the world's largest solar stations.